

71-12,562

DAVIS, John Eldon, 1924-

A COMPARATIVE STUDY OF THE ATTITUDES OF COLLEGE
SOPHOMORE ROTC STUDENTS, SELECTED SOPHOMORE
NON-ROTC STUDENTS, PARENTS OF BOTH GROUPS OF
STUDENTS AND UNIVERSITY FACULTY TOWARD THE
ROTC PROGRAMS ON THE CAMPUS OF THE
UNIVERSITY OF OKLAHOMA.

The University of Oklahoma, Ed.D., 1970

Education, administration

University Microfilms, A XEROX Company, Ann Arbor, Michigan



JOHN ELDON DAVIS 1971

ALL RIGHTS RESERVED

THIS DISSERTATION HAS BEEN MICROFILMED EXACTLY AS RECEIVED

71-12,562

DAVIS, John Eldon, 1924-

A COMPARATIVE STUDY OF THE ATTITUDES OF COLLEGE
SOPHOMORE ROTC STUDENTS, SELECTED SOPHOMORE
NON-ROTC STUDENTS, PARENTS OF BOTH GROUPS OF
STUDENTS AND UNIVERSITY FACULTY TOWARD THE
ROTC PROGRAMS ON THE CAMPUS OF THE
UNIVERSITY OF OKLAHOMA.

The University of Oklahoma, Ed.D., 1970
Education, administration

University Microfilms, A XEROX Company, Ann Arbor, Michigan

THE UNIVERSITY OF OKLAHOMA
GRADUATE COLLEGE

A COMPARATIVE STUDY OF THE ATTITUDES OF COLLEGE SOPHOMORE
ROTC STUDENTS, SELECTED SOPHOMORE NON-ROTC STUDENTS,
PARENTS OF BOTH GROUPS OF STUDENTS AND UNIVERSITY
FACULTY TOWARD THE ROTC PROGRAMS ON THE
CAMPUS OF THE UNIVERSITY OF OKLAHOMA

A DISSERTATION
SUBMITTED TO THE GRADUATE FACULTY
in partial fulfillment of the requirements for the
degree of
DOCTOR OF EDUCATION

BY
JOHN ELDON DAVIS
Norman, Oklahoma

1970

A COMPARATIVE STUDY OF THE ATTITUDES OF COLLEGE SOPHOMORE
ROTC STUDENTS, SELECTED SOPHOMORE NON-ROTC STUDENTS,
PARENTS OF BOTH GROUPS OF STUDENTS AND UNIVERSITY
FACULTY TOWARD THE ROTC PROGRAMS ON THE
CAMPUS OF THE UNIVERSITY OF OKLAHOMA

APPROVED BY

William R. Franks
John E. Baker
John E. Baker
Joe Seaman

DISSERTATION COMMITTEE

ACKNOWLEDGMENT

The author of this study wishes to express his sincere appreciation to Dr. Glenn C. Snider, Chairman of the doctoral committee and Professor of Education, who assisted throughout the period of research and preparation with encouragement, advice, information and guidance. The author is also indebted to the other members of the committee, Dr. Jack F. Parker, Dr. Robert F. Bibens, and Dr. Joe A. Leone for their significant contributions during the research and writing process. The help and inspiration received from them is gratefully acknowledged.

Several persons, not members of the committee, provided valuable assistance. These were Dr. Jim Petree, Ed Porter, Pearl Seeley, Sharon Masters, Phyllis Storms, Doris Jackson and Sheri Rogli, all of whom made different but important contributions.

Appreciation is extended to the many University of Oklahoma faculty, students, parents of the students, and all persons who assisted and contributed to this study.

A special expression of deepest gratitude is due my wife, Wanda, my two sons Karl and Greg, and my daughter Connie. Their patience, encouragement and understanding

throughout the study provided inspiration and incentive, thus this dissertation is truly a family project. Also much thanks to my parents, Mr. and Mrs. Thomas L. Davis, for their early direction, continued guidance and encouragement.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
Need for the Study	14
Purpose of the Study	15
Statement of the Problem	16
Major Assumptions	16
Null Hypothesis	17
Definition of Terms	18
Delimitations of the Study	20
Methodology	21
Treatment of the Data	24
II. REVIEW OF THE LITERATURE	28
Introduction	28
The Value of ROTC for National Defense	28
Compulsory ROTC in Colleges	30
Academic Credit	33
ROTC Accepts Change	34
Comments Concerning ROTC	37
Review of Related Research	54
III. DESIGN AND PROCEDURE OF THE STUDY	58
Developing the Questionnaire	59
Sampling Procedure	70

CHAPTER	PAGE
Per Cent of Returns in This and Related Studies . . .	72
Electronic Data Processing of Results	74
IV. ANALYSIS OF THE DATA	76
Results of Testing Hypothesis 1 (H_1)	77
Results of Testing Hypothesis 2 (H_2)	79
Results of Testing Hypothesis 3 (H_3)	81
Results of Testing Hypothesis 4 (H_4)	82
Results of Testing Hypothesis 5 (H_5)	84
Demographic Information	157
Unsolicited General Comments from Respondents . . .	165
Unsolicited Comments on Specific Questionnaire Items . . .	166
V. SUMMARY, FINDINGS AND CONCLUSIONS	169
The Problem	169
The Design and Procedure of the Study	170
Major Findings	170
Areas of General Agreement-Disagreement .	170
Conclusions	176
Implications for Further Research	177
SELECTED BIBLIOGRAPHY	181
APPENDICES	186
APPENDIX A. Student, Parent, and Faculty Cover Sheets	187

CHAPTER	PAGE
APPENDIX B. Portion of Instrument Mailed to all Participants in the Study . .	189
APPENDIX C. Portion of Instrument mailed Only to Faculty Members Included in the Study	194
APPENDIX D. Student, Parent, and Faculty Demographic Information	197
APPENDIX E. Student, Parent, and Faculty Cover Letters	201
APPENDIX F. Student Permission Form	209

LIST OF TABLES

TABLES	PAGE
1. Nonsignificant Items Between Student Groups (N = 11)	78
2. Nonsignificant Items Between Parent Groups (N = 25)	79
3. Nonsignificant Items Between Combined Student and Parent Groups (N = 4)	81
4. Nonsignificant Items Between Combined Student and Faculty Groups (N = 17)	82
5. Nonsignificant Items Between Combined Parent and Faculty Groups (N = 5)	85
6--55. Results of the Data Taken From the First 50 Items of the Questionnaire	87 to 136
56--75. Results of the Data Taken From Items 51 through 70 of the Questionnaire	137 to 156
76. Race of ROTC and non-ROTC Students	157
77. Age of ROTC and non-ROTC Students	158
78. Marital Status of ROTC and non-ROTC Students	158
79. Race of the Parents of non-ROTC and ROTC Students	159
80. Educational Level of the Parents of non-ROTC and ROTC Students	160
81. Hometown Population of Parents of non-ROTC and ROTC Students	160
82. Total Family Income of the Parents of non-ROTC and ROTC Students	161

TABLES	PAGE
83. Parental Contribution Toward College Education of ROTC and non-ROTC Students Parents	162
84. Race of Faculty Participants	162
85. Age of Faculty Participants	163
86. Marital Status of Faculty Participants	163
87. Academic Achievement Level of Faculty	164
88. Academic Rank of Faculty Participants	164
89. Presentation of Agreement-Disagreement	171

A COMPARATIVE STUDY OF THE ATTITUDES OF COLLEGE SOPHOMORE ROTC
STUDENTS, SELECTED SOPHOMORE NON-ROTC STUDENTS, PARENTS OF BOTH
GROUPS OF STUDENTS AND UNIVERSITY FACULTY TOWARD THE ROTC
PROGRAMS ON THE CAMPUS OF THE UNIVERSITY OF
OKLAHOMA

CHAPTER I

INTRODUCTION

The United States is unique among nations in that the military establishment has never overthrown the civilian government. The subordination of our military to civilian authority should probably, however, not be taken for granted. Throughout our nation's past, the military forces have been either small and widely dispersed under the control of the states or composed largely of civilian soldiers.

The Reserve Officers Training Corps, hereinafter referred to as ROTC, have been a means of getting educated, civilian--oriented men into the services, thus infusing democratic ideas and values into the military establishment and influencing the thinking of the command structure, including those officers trained entirely within the military services.

During the Colonial Period one of the means of defending the government was by the use of volunteers. These volunteers would drop whatever they were doing such as farming, clerking, etc., and grab their rifles whenever the call for defense came.

The present day Reserve Officers Training Corps is rooted to the citizen army concept of this early Colonial Period.

During this period a professional army of enough trained men to defend the young, struggling nation was not possible. The government recognized this problem, and the need for some type of organization to supplement the regular army of the United States in an emergency came clearly into focus.

The Second Congress of the United States, to meet this need, voted into law on May 8, 1792 the Militia Act. "Section I - Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, that each and every free able-bodied white male citizen of the respective states, resident therein, who is or shall be of the age of eighteen years and under the age of forty-five years shall severally and respectively be enrolled in the militia by the captain or commanding officer of the company, within whose bounds such citizen shall reside, and that within twelve months after the passing

of this act."¹

This law provided for a citizen army that would be trained and organized locally and would be ready for duty if a call came from the Federal Government.

In order to train the militia, leadership was required. A demand for trained, professional officers to serve in the expanding army was also noted. To meet this demand for professionally trained career officers, the Federal Government in 1802 established the United States Military Academy at West Point, New York. The Military Academy stressed the technical and professional aspects of a military career. This institution provided the only professionally trained officers until 1819.

In 1819 Captain Alden Patridge, a former Superintendent of the U. S. Military Academy, founded the American Literary, Scientific, and Military Academy in Vermont. This institution of higher learning is now Norwich University.

This academy was established to offer professional training to future officers of the militia. This was the first non-professional military college in the United States.³

¹U. S., Statutes at Large, Vol. I, p. 271.

²Gene M. Lyons and John W. Mashland, Education and Military Leadership, (Princeton, New Jersey: Princeton University Press, 1959), p. 28.

³Ibid., p. 29.

In the South, in 1839, the Virginia Military Institute was established, followed by the Citadel in 1842.¹ These two colleges and many others that were founded in the South prior to the Civil War were established with the belief that military training was a good means to teach discipline and self-restraint.

During the early 1860's the Civil War was in progress. The lack of leadership and military knowledge that the Northern Troops demonstrated was of great concern to members of Congress. The Northern Troops suffered from this lack of leadership, and the professional leadership of soldiers was badly needed. Many of the graduates of West Point had resigned their commissions and joined the Southern Forces during the War. The South had developed a tradition of military background from the military oriented colleges. These were established prior to the Civil War, and helped develop good military leadership for the Confederate forces.

The Land-Grant Bill sponsored by Justin Morrill, a member of Congress from Vermont, was being discussed in Congress during the 1860's. In brief, this proposal would provide land in each state for the establishment of at least one college to teach the scientific and classical studies, along with the mechanical and agricultural arts. In the original proposal military tactics were omitted.

¹Ibid., p. 30.

However, the experience of the Civil War concerning the lack of well trained men with leadership ability that was evident with Northern Troops prompted Morrill to include military tactics in the final draft of the Land-Grant Bill. The Land Grant Act of 1862 was signed by President Lincoln on July 2, 1862.¹

The Land-Grant Act laid the foundation for the eventual establishment of the Reserve Officers Training Corps in Higher Education.

The colleges and universities that were established under this act were left to decide for themselves which direction to take with reference to the military training part of the act. It was not organized, and the interpretation of the rules for compulsory or volunteer affiliation and financial support was not stated clearly within the Land-Grant Act.

Much of this confusion and lack of organization surrounding the military training were resolved by the National Defense Act of 1916. Section 40 of this Act established the Reserve Officer Training Corps in Higher Education.

¹Edward D. Eddy Jr., Colleges for Our Land and Time, (New York: Harper & Brothers, 1957), pp. 33-41.

The President is hereby authorized to establish and maintain in civil educational institutions a reserve officers' training corps, which shall consist of a senior division organized at Universities and colleges requiring four years of collegiate study for a degree, including State Universities and those State institutions that are required to provide instruction in military tactics under the provisions of the Act of Congress of July second, eighteen hundred and sixty-two donating lands for the establishment of colleges where the leading object shall be practical instruction in agriculture and the Mechanic Arts including military tactics, and a junior division organized at all other public or private educational institutions, except that units senior divisions may be organized at those essentially military schools which do not confer an academic degree but which, as result of the annual inspection of such institutions by the Department, are specially designated by the Secretary of War as qualified for units of the senior division, and each division consists of units of the several arms or corps in such number and such strength as the President may prescribe.¹

This act eliminated some of the confusion with respect to the organization and financing of the program that was prevalent since the Land-Grant-Act of 1862.

It authorized the Secretary of War to arrange for prescribed courses of study both theoretical and practical for military training, to set the physical standards, and to arrange at least 3 hours per week for military training. It was also stated that all officers assigned to colleges for ROTC duty and training would be Professors and Assistant Professors of Military Science and Tactics, and institutions at which one or more units were maintained to issue uniforms,

¹U. S. Statutes at Large, Vol. 39, p. 191.

arms, equipment, public animals, and means of transportation.

With the start of World War I, the full-fledged operation of the program was delayed. Many of the officers assigned to this program for purposes of instruction were recalled by the War Department for War mobilization.

During the War many graduates of Land-Grant Colleges and Universities served as officers. They were commissioned because of the training they had received prior to 1916.

At the conclusion of World War I the National Defense Act of June 8, 1916, was amended to read as follows: "An act for making further and more effectual provision for the National Defense, and for other purposes."¹ This act was approved and became known as the National Defense Act of 1920. It authorized the President to establish and maintain the ROTC units and was similar to the National Defense Act of 1916. The difference was that the 1920 Act outlined the procedures for organization and implementation of the program. This act greatly influenced the general reorganization of the Army after World War I.

With some modification this same procedure for organization of the ROTC is the same that governs' the program in higher education today.

As a result of the National Defense Acts and World War I, an increase of the ROTC program quickly developed.

¹U. S. Statutes at Large, Vol. 41, pp. 775-776.

In a short time thereafter 191 units were established at colleges and universities.¹

Up to this time in the history of the ROTC, the Army was the only branch of the service which had supported the program. However, in 1926 the Navy established the Naval Reserve Officer Training Corps Program at six universities in the United States. Until 1938 these were the only NROTC units the Navy administered and supported.²

Prior to 1935 the old Army Air Corps had supported seven AFROTC units within the Army ROTC program.³ The Air Force began its ROTC program in 1947, when it became an independent military service.⁴

Through the years following World War II, many studies were made to keep curricula in tune with the changing needs of an Army in transition. But with the ROTC Revitalization Act of 1964 came the beginning of an entire new look in ROTC.

The act created a platform for a complete restructuring and modernizing of the entire program. Principal feature of the Vitalization Act was the scholarship

¹Gene M. Lyons and John W. Masland, Education and Military Leadership, (Princeton, New Jersey, Princeton University Press, 1959), p. 43.

²Ibid., p. 44.

³John W. Masland and Laurence I. Radway, Soldiers and Scholars, (Princeton, New Jersey, Princeton University Press 1957), p. 253.

⁴Ibid., p. 254.

program under which 5,500 persons were to annually receive tuition, book and fee costs plus \$50 per month subsistence. Recipients were committed to four years of active duty following graduation, and must accept a Regular Army commission if offered.¹

This act had an impact on the current programs. The Army, Navy, and Air Force now offered ROTC programs that were basically the same. All three programs had primarily the same objective: "to educate and train well qualified young men for careers as commissioned officers."²

Both two- and three-year ROTC scholarships were available. Two-year scholarships were designed for the sophomores who would complete two years of the basic ROTC course during the current school year while the three year scholarships were for freshmen currently enrolled in the ROTC program who would complete the first year of the program during the current school year.

The ROTC program as it presently exists was specifically designed to give college men "on-campus" training and experience in the art of organizing, motivating, and leading others. The Basic Course, normally taken in freshman and sophomore years, provided training in basic military

¹U. S. Statutes at Large, Vol. 78, pp. 1064-1074.

²ROTC, 1970 Bulletin, p. 17.

subjects, military history, weapons, equipment and leadership techniques. Class time averaged three hours per week. The Advanced Course, normally taken in junior and senior years (only students with demonstrated potential for becoming effective leaders were selected for this training) includes military tactics, logistics, administration, teaching methods, leadership techniques, and the exercise of command. Class time was approximately five hours per week.¹

There were some similarities that exist between the three ROTC programs. All three were engaged in producing both regular and reserve officers. Each had two- and four-year programs. Each had a summer training program. Each had some drill and some wearing of the uniform on campus. Each taught some military history and some national strategy.

At this point the similarities end, and the differences began. The Army wanted mostly reserve officers from ROTC; the Navy wanted mostly regular officers from ROTC; and the Air Force wanted rated career officers from ROTC. The Navy wanted an "immediately employable ensign"; the Army and Air Force sent their new lieutenants to service schools before using them on jobs. The Air Force tended to favor a two-year plan; the Army and Navy, the four-year plan. The Army had tended to keep a weekly drill period; both the other services rarely drilled more than six or eight times a

¹Editorial, Army Digest, April, 1969, p. 8.

semester. The Air Force had long had a program with much study of civilian-military policy; the Army and the Navy had moved more slowly into these fields. The Navy taught a substantial amount of technical information; the Army, a smaller amount; and the Air Force, relatively little. The Navy carried over the service academy practice of forbidding marriage before graduation of scholarship holders, but the other two services did not. The Navy required a contract of non-scholarship holders in the first two years; the other services did not. The Navy excluded certain majors for scholarship holders; the others did not.¹

At times various advisory groups had suggested the same first year or the same basic two years for all, only to be sharply criticized by all the services which value their independence highly, and which did use the ROTC for somewhat different purposes.²

Thus the Nation had, through the years, given practical expression to its time-honored philosophy--civilian control of the military establishment based on a system that expects every citizen to be a vital part of the national defense, subject to call for military duty in time of war. This philosophy has been expressed by American

¹Report of the Special Committee on ROTC to the Secretary of Defense, Dr. George C. Benson, chairman (Washington, D. C.: Government Printing Office, 1969), p. 59.

²Ibid., p. 60.

statesmen, educators, and legislators through our entire history. Today ROTC embodies the principle of drawing officers for our Armed Forces from the mainstream of American life.

At various times in the past, the presence of ROTC programs in colleges and universities has been questioned and since the outbreak of wide spread hostilities in the Viet Nam war, the attacks have been bitter and persistent on many college campuses. The desirability of civilian and educational institutions being involved in the education of those who may serve as officers in the armed services, on a temporary or career basis, has been questioned.

It is charged that this involvement contributes to the militarization of our society. In response to this there have been student demonstrations, some of them violent, against ROTC programs and decisions by some private universities to drop academic credit for military officer-training courses.

Issues which have been raised in some demonstrations, and which many others have accented concerning the ROTC program are as follows:

First, the teaching of academic subjects by ROTC personnel rather than by academic members of the faculty, academic rank for instructors, and the granting of academic credit for ROTC courses.

Second, the term "professor" being applied to the

head of the military departments and the privileges of the instructors are too liberal in comparison to other faculty members.

Third, the curriculum content of the ROTC courses should be modified and made more "academic" in nature.

Fourth, the wearing of the uniform and drill on the college campus.

Fifth, whether or not the issue of having a civilian influence in our military services, particularly for the officers, is a relevant activity with which ROTC and colleges should be involved.

Sixth, whether or not the ROTC programs should be one of the responsibilities provided by an institution of higher education which is supported by public funds.

Seventh, whether or not the ROTC programs are having any substantially detrimental effect on the University which in effect outweighs the benefit to the armed forces and the national interest.

These issues may be explored and analyzed through a sampling of the attitudes of students, parents, and faculty members so that we might gain a better knowledge of the ROTC programs at the University of Oklahoma.

Need for the Study

Every graduation day on campuses across the United States after presentation of degree scrolls, an officer of the military services steps forward, and some of the new graduates cast off their mortar boards and gowns to reveal themselves as Army or Air Force second lieutenants or Navy ensigns.

Depending on the school, there is applause, singing of patriotic songs, or a carefully rehearsed march. The conditions under which the commissions are awarded to the members of the Reserve Officers Training Corps are the targets of college dissidents and some faculty members.

The protests are widespread. Demonstrations have been reported from Harvard, Cornell, New York, Wisconsin, Boston, Tulane, and Washington--from the East, Middle West, and Far West.

Oklahoma has escaped the violence that has gripped some of the Ivy League campuses in protest of ROTC's being a part of College Life. However, continuation of ROTC at the University of Oklahoma was an issue in the campaign for president of the student congress during the spring election of 1969. Candidates with opposing views concerning the ROTC program won their way through the primary elections to oppose each other in the run-off. The candidate who actively supported ROTC and who was enrolled in the program emerged the eventual winner of the presidency.

So concerned over the growing disfavor of ROTC has Defense Secretary Melvin Laird become that he has committed himself to consider possible changes in the program in some of the 353 schools having ROTC.

It should be the university's continuing objective to improve the quality of ROTC course offerings and the ROTC program in general. It is hoped that this study will aid the university in ultimate decisions which affect educational aims in the areas of policy formulation in all aspects of the ROTC program, including student participation, programming, and administration as it relates to the objectives of the university. In addition, this study may be of assistance in actually determining the future of ROTC on this and other campuses.

Purpose of the Study

The purpose of this study was to compare the attitudes of Sophomore male students who were enrolled in ROTC, their parents or guardians, the attitudes of Sophomore male students not enrolled in ROTC, their parents or guardians, and that portion of the general university faculty who were American citizens and who held the rank of assistant, associate, or full professor in the Colleges of Arts and Science, Business, Education and Engineering and the Departments of Military Science, Naval Science and Air Science, regarding the ROTC programs on the University of Oklahoma campus. Some specific areas that were studied were curriculum content, faculty

status and qualifications, academic credit, and academic freedom.

An attempt was made to analyze differences between students, parents of students, and faculty members regarding ROTC programs at the University of Oklahoma.

Statement of the Problem

What relationship exists between the attitudes of selected college Sophomore ROTC students, non-ROTC students, parents of the students, and the university faculty toward the ROTC programs on the campus of the University of Oklahoma?

Major Assumptions

1. It was assumed that the ROTC students, non-ROTC students, their parents, and the faculty were the major groups who are concerned with the ROTC program on the campus at the University of Oklahoma.

2. It was assumed that different attitudes toward the ROTC program at the University of Oklahoma might be held by ROTC students, non-ROTC students, their parents and the faculty.

3. It was assumed that utilization of a questionnaire was the most feasible and appropriate procedure for determining the attitudes of the groups mentioned above concerning the ROTC program at the University of Oklahoma.

4. It was assumed that the random sampling technique outlined in this study and applied to the non-ROTC student group was the most effective and efficient method of obtaining

a normally distributed but representative sample of this population.

5. It was assumed that the attitudes of these groups would be reflected on the questionnaires returned.

Null Hypotheses

1. There is no significant difference between the attitudes of ROTC students and the attitudes of non-ROTC students in regard to the ROTC programs on the University of Oklahoma campus.

2. There is no significant difference between the attitudes of the parents or guardians of ROTC students and the attitudes of the parents or guardians of non-ROTC students in regard to the ROTC programs on the University of Oklahoma campus.

3. There is no significant difference between the attitudes of the students and the attitudes of the parents or guardians who participated in the study in regard to the ROTC programs on the University of Oklahoma campus.

4. There is no significant difference between the attitudes of the students who participated in the study and that of the faculty who participated in the study in regard to the ROTC programs on the University of Oklahoma campus.

5. There is no significant difference between the attitudes of the parents who participated in the study and the attitudes of the faculty who participated in the study in regard to the ROTC programs on the University of Oklahoma campus.

Definition of Terms

Sophomore ROTC Students - Students enrolled in the second year of the Army, Navy, and Air Force ROTC programs at the University of Oklahoma, were full-time students during the second semester of the 1969-70 school year, earned between 30 and 60 college hours as verified by official records in the Office of Admissions and Records at the University of Oklahoma, and whose parents or guardians reside in the United States.

Sophomore Non-ROTC Students - Male students who were sophomores at the University of Oklahoma as verified from the official records in the office of Admissions and Records at the University of Oklahoma for the second semester of the 1969-70 school year, who were not enrolled in ROTC, who were full-time students, have earned between 30 and 60 college hours and whose parents were residing in the United States.

Parents - The parents or guardians of those students listed above who returned questionnaires and who were willing to sign written permission forms for sending a questionnaire to their parents or guardians and furnish their names and addresses.

Faculty - Members of the general faculty at the University of Oklahoma during the 1969-70 school year who were American citizens and who held the rank of assistant, associate or full professor in the Colleges of Arts and Science, Business, Education and Engineering and the Departments of Military

Science, Naval Science and Air Science. Members included only those who had taught or were teaching at least one class during the 1969-70 school year.

Attitude - "This term has not been and probably cannot be distinguished clearly from such terms as trait, opinion, disposition, interest, value and temperament."¹

"Attitudes may be inferred from the choice implicit in overt behavior. Attitude may also be inferred from expressive or symbolic behavior in which overt choice is implied or indirectly expressed, as on questionnaires . . ."² Attitude, therefore, is the predisposition of an individual to react in a certain way and may be inferred from a person's response to a questionnaire.

Percentage of Agreement - This term will refer to the percentage of a designated population who responded to the statements in the categories strongly agree or agree.

Percentage of Disagreement - This term will refer to the percentage of a designated population who responded to the statements in the categories strongly disagree or disagree.

¹Harry N. Rivlin (ed.), Encyclopedia of Modern Education, (New York: The Philosophical Library, Inc., 1943), p. 68.

²Chester W. Harris, (ed.), Encyclopedia of Educational Research, (3rd ed. New York: The MacMillan Company, 1961), p. 103, 1491-1493.

Delimitations of the Study

This study was limited chiefly by the factors inherent in the use of any questionnaire, namely the difficulties in tabulating, validating, and securing the complete cooperation of the respondents.

It was limited to the opinions and attitudes of sophomore ROTC students, a random sampling of non-ROTC male sophomore students enrolled at the University of Oklahoma during the second semester of the 1969-70 academic year who had earned between thirty and sixty semester hours of credit and whose parents or guardians reside in the United States, to the parents or guardians of those students who were willing to grant permission for the sending of a questionnaire to their parents or guardians and furnished their names and addresses, the general faculty members who held the rank of assistant, associate or full professor in the Colleges of Arts and Science, Business, Education and Engineering and the Departments of Military, Naval and Air Science, and who taught at least one class during the 1969-70 academic year. The data analyzed was further limited by the effectiveness of the instrument used to ascertain the opinions and attitudes of the groups mentioned above.

The statistical comparisons of attitudes of students and parents of students to each other and to the faculty were limited to a combined group including those respondents connected with ROTC and those not connected with ROTC. No

attempt was made to sub-divide these groups for comparison purposes. A further limitation to the study might be the fact that parents and students often discussed the questionnaire jointly before returning it to the author.

Methodology

The populations of this study included: (1) all Sophomores who were enrolled in ROTC at O. U. during the second semester of the 1969-70 academic year, who had earned between thirty and sixty college credit hours as verified by the official records in the Office of Admissions and Records of the University of Oklahoma, and whose parents or guardians were residing in the United States; (2) a random sample of Sophomore male students who were not enrolled in ROTC at O. U. during the second semester of the 1969-70 academic year, who had earned between thirty and sixty college credit hours as verified by the official records in the Office of Admission and Records of the University of Oklahoma, and whose parents or guardians were residing in the United States; (3) parents or guardians of the students mentioned above (students first had to sign a written permission form and furnish parents' or guardians' name and address); (4) general faculty who taught at least one class during the 1969-70 academic year at the University of Oklahoma and who held the rank of full, associate, or assistant professor in the Colleges of Arts and Science, Business, Education and Engineering, and the Departments of Military, Naval, and Air Science.

In order to adequately compare these groups, each person selected for the study was asked to complete a questionnaire designed to determine their attitude toward the ROTC programs at the University of Oklahoma and toward selected changes and adjustments in the ROTC program which have been suggested by college administrators, faculty members, students, parents, and military and government officials.

The instrument used to acquire the desired information was constructed by the investigator and is shown as Appendices B and C of this study. It consisted of a questionnaire concerning general aspects of the ROTC program including curriculum, faculty status and qualifications, and academic credit and academic freedom. An appropriate cover letter accompanied the questionnaire which was sent to each group. Both the questionnaire and the cover letters appear in the Appendix.

The questionnaire was reviewed by twenty-two members of the University faculty and staff as to content, clarity, appropriateness, relevance, and validity of the questions as they related to the study outlined. Six of the faculty members were from the ROTC faculty with two from each of the services represented at the University--Army, Navy, and Air Force. The other six faculty members included one each from the Colleges of Business, Arts and Science, Engineering, and Education. A group of ten University administrators and staff members who were not associated with the teaching faculty also reviewed

the questionnaire. Twenty students and twenty sets of parents reviewed the portion of the questionnaire which was being sent to students and parents in the validation process.

After the instrument was revised and validated, it was mailed with the appropriate cover letter to a population of the groups being surveyed as outlined previously in this study. The first 50 statements on the questionnaire were sent to all groups included in the study and is shown as Appendix B of the study.

The questionnaire which was sent to the faculty members was more concerned with academic freedom, faculty status, and qualifications and is shown as Appendices B and C of the study. It was sent to the faculty members of each of four University Colleges--Arts and Science, Business, Education, and Engineering--and to the Departments of Military Science, Naval Science, and Air Science in order to determine attitudes toward various aspects of the ROTC program as a part of the curriculum at the University of Oklahoma.

In answering the questionnaire individuals were asked to select one response for each item used with the following scale: strongly agree, agree, neutral or no opinion, disagree, strongly disagree.

Statistical comparisons were made only on those statements which were common to the questionnaire sent to all groups. Statements on the faculty questionnaire which were not on the other questionnaires were used only as a comparison

of one faculty to the other and for a reporting of attitudes of the faculty.

Treatment of the Data

The selection of the sample and sample size of the non-ROTC group was patterned after the procedure outlined in the December, 1960 issue of the NEA Research Bulletin. The minimum standard was a sample of sufficient size to give an accuracy of ± 5 percentage points with a 90 per cent level of confidence. This meant that the chances were at least 9 in 10 that the answers reported in the survey did not vary more than 5 percentage points from the true opinion of all of the people in the populations sampled.¹

The formula was applied to the population of the non-ROTC students because of the large size of the population. The ROTC students and faculty were surveyed in total. The parents or guardians of the ROTC students and non-ROTC student groups were selected to include the total parent population for this study. The parents or guardian population was determined by the students who returned completed questionnaires and who were willing to sign a form granting permission to send an identical questionnaire to their parents or guardians whose names and addresses were furnished. The formula used to determine the sample size of the non-ROTC group needed so that

¹"Small-Sample Techniques," NEA Research Bulletin, XXXVIII, (December, 1960), p. 99.

the level of confidence and degree of accuracy met the required standard was:

$$n = \frac{[X^2 N \pi (1-\pi)]}{[d^2 (N-1) + X^2 \pi (1-\pi)]}$$

where

n = the required sample size for the smallest subgroup

X^2 = the table value of chi-square for one degree of freedom and the desired confidence level (2.706)

N = the population size; the size of the smallest subgroup being used

π = the population proportion which was desired to estimate (assumed to be .50 since this would provide the maximum sample size)

d = the degree of accuracy expressed as a proportion (.05)¹

A simpler presentation of the preceding formula, with some substitutions, would be

$$n = \frac{.6765 (N)}{.0025 (N-1) + .6765}$$

Computation by use of the formula², would result in a sample size of 243 for non-ROTC students. The sample size of the faculty was 439 and the sample size for the ROTC students was 178 in order to adequately sample the attitudes of the groups selected. The sample size of the parents or guardians was dependent upon the number of students who returned questionnaires and granted permission for the researcher to send questionnaires to their parents or guardians

¹Ibid., p. 99.

²Ibid.

by signing a permission form and furnishing their names and addresses. This form is shown as Appendix F. Of the 159 non-ROTC and 123 ROTC students who responded, only 97 and 96 respectively granted permission to send questionnaires to their parents or guardians. Thus, a total of 1,040 questionnaires was sent to the various individuals who were selected for inclusion in this study, and 74 per cent of the sample returned the questionnaires in usable form.

In order to determine the meaning of the data derived from the questionnaires, the chi-square test of significant differences was used. The .05 level of confidence was used to determine the level of significant differences between the attitudes of the groups. For each Null Hypothesis, the observed frequencies pertaining to each question were entered into a contingency table for the purpose of analysis. On those statements responded to only by the faculties, the .05 level of confidence was used to determine the level of significant differences between faculties. If there was a significant difference among the groups, however, there was no further analysis to determine where the differences existed.

Organization of the Study

For the purpose of convenience and systematic consideration, this study was reported in five chapters. Chapter I presents an introduction of the study, need for the study, purpose of the study, statement of the problem, major assumptions, the null hypotheses, definition of terms,

delimitations of the study, methodology, treatment of the data, and the organization of the study. Chapter II is composed of a review of related literature and studies which have been made. Chapter III is a discussion of the methods and procedures followed in conducting the study. Chapter IV is a report and analysis of the data secured from the mailed questionnaires. Chapter V is composed of a summary of the findings, some conclusions reached from the study, and recommendations for further investigation.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

This chapter was devoted to a review of the literature which had some bearing on this subject. To put the topic being investigated into proper perspective, the historical importance of the Reserve Officers Training Corps, and the views expressed by some individuals concerning the past and present day programs need to be brought into focus. This was followed by a review of the pertinent research in this area.

The Value of ROTC to National Defense

The value of the Reserve Officers Training Corps programs to the national defense effort at the start of World War II can best be summarized by a quotation from General George Marshall, Chief of Staff, who said, "Just what we would have done in the first phases of our mobilization and training without the ROTC graduates I do not know. I do know that our plans would have had to be greatly curtailed and the cessation of hostilities on the European front would have been delayed accordingly. Of the 100,000 reserve officers mobilized for the war, 60,000 were graduates of the ROTC

programs of our colleges and universities."¹

During World War II, more than 100,000 ROTC graduates served as commissioned officers in the Army. Most of these officers advanced to positions of responsibility and many achieved high rank. Without it, the rapid expansion of the American Army during the two World Wars, the Korean conflict and other periods of national crisis would have been difficult if not impossible.²

The program has produced three Chiefs of Staff: Leonard Wood, George Decker, and George C. Marshall. Clair Chennault, Curtis LeMay, and William Dean, the Korean War hero, were also ROTC-trained. Currently, about one-third of the Army generals are ROTC men, including five major generals who are commanding divisions in Viet Nam; only one division there is headed by a West Pointer.³

It should be noted that ROTC appears on the campus not because the Pentagon, at some point in the past, dispatched a military expedition to force the ROTC programs on

¹Edward D. Eddy, Jr., Colleges for Our Land and Time, (New York: Harper & Brothers Publishers, 1957), p. 224.

²United States Government Office, 1968, October, p. 294-296.

³"ROTC: The Protesters' Next Target", Time, March 7, 1969, Vol. 93, p. 54.

the colleges and universities. A contract is negotiated and signed by university officials.¹

Petitions for colleges wishing to install programs have built a backlog at the Defense Department. Of these colleges desiring a program, 90 want Army, 116 Air Force, and 129 Navy. As Pentagon officials see it, the popularity of ROTC programs actually is increasing among male college students. They believe few colleges will risk losing their ROTC programs by altering the programs as some of the dissenters on the college campuses throughout America are indicating they should be altered.²

Compulsory ROTC in Colleges

In 1960 there were great fears that the military would be unable to obtain the number of junior officers that it needed if ROTC were not kept on a compulsory basis.

Army Secretary, Wilbur M. Brucker said flatly that the Army could not get the officers it needed if ROTC is put on a voluntary basis in most universities. "Without the compulsory feature of the ROTC program, the Army's qualitative and quantitative peacetime requirements for 14,000 commissioned officers cannot be met."³

¹William F. Buckley, Jr., "The ROTC Game," National Review, June 3, 1969, Vol. 21, p. 558.

²Ibid.

³"Military Training: A Campus Revolt," U. S. News and World Report, February 1, 1960, Vol. 48, p. 62.

Despite the fears of many Military men, the Pentagon continued to maintain a "hands off" policy concerning compulsory ROTC in the Freshman and Sophomore years even in the land-grant colleges. Charles C. Finucane, Assistant Secretary of Defense for manpower stated: "The determination of policy concerning ROTC will continue to be left up to the authorities at the educational institution concerned."¹

Many government and college officials indicated a sincere belief that the need for military officers could continue to be met with ROTC on a voluntary basis.

With dissidents stirring up many a university campus, compulsory ROTC has become voluntary on many campuses.²

Now, only 94 of the 353 colleges offering ROTC have compulsory programs; however, the number of volunteers who complete the program has continued to rise.³

In the 1968-69 school year, for instance, the Army graduated a record-breaking 16,606 new officers with ROTC commissions. By comparison, West Point turned out only 750 second lieutenants. The Air Force gained 5,000 new lieutenants from the Air ROTC program while graduating 750 officers from the Air Force Academy at Colorado Springs. Even the Navy, with

¹Ibid., p. 65.

²Ibid., p. 66.

³"ROTC: Under Fire But Doing Fine," U. S. News and World Report, May 19, 1969, Vol. 66, p. 38.

its smaller NROTC program, turned out 1,700 officers from ROTC programs, compared with 1,150 from the Naval Academy.¹

While the number of college graduates receiving second-lieutenant commissions was increasing, there was a slight drop in the total ROTC enrollment and a substantial decrease in the number of schools requiring military training as part of their curriculum. Enrollment dropped from 159,849 to 150,982.²

In 1965, the Board of Regents at the University of Oklahoma voted to abolish compulsory military training, "not later than September 1965." Thus the University of Oklahoma followed the pace started by the University of Wisconsin when it threw out the compulsory ROTC program in 1923. And beginning with the removal at Wisconsin, other institutions followed at a rate of 12 units a year.³

In 1964-65, which was the last mandatory year for ROTC and there were 3,201 students enrolled. When the course became voluntary, only 1,812 elected to take Army ROTC. In 1966-67, 2,343 were enrolled; 2,956 enrolled in 1967-68; in 1968-69, 1,020 elected Army ROTC. However, ROTC officials state that the program has continued to turn out about as many

¹Ibid.

²"Despite Some ROTC Setbacks--," U. S. News and World Report, February 17, 1969, Vol. 66, p. 14.

³Pat Houston, "ROTC--Rethought," The Oklahoma Daily, January 9, 1969, p. 4.

commissioned officers for the Army, Navy, and Air Force since the program has been voluntary as it did when it was compulsory.¹

During the 1969-70 fall term there were 418 freshmen in the Army, Air Force and Navy ROTC programs at the University of Oklahoma. This was a drop of 278 enrollments since the previous year.²

Academic Credit

The amount of credit granted toward graduation by colleges throughout the country varies from one extreme to the other.

In January 1969, the Air Force had an ROTC unit on the campus of 177 colleges and Universities; the Army, on 262. From these combined sources there were approximately 26,000 officers commissioned. Only three of the 177 AFROTC units do not grant credit applicable toward graduation; four of the 262 Army units do not grant such credit. Throughout the country there was a variation from zero to 48 credits granted. The national average was 10.5.³

Yale, Dartmouth, and Harvard were the first

¹Ibid.

²David Graham and Jim Jackson, "ROTC Takes Drop in State," Daily Oklahoman, September 28, 1969, p. 12.

³Commander B. A. Giles 1Lt, AGC, Asst. Ag, before a faculty meeting, September 28, 1969--Department of the Army, Headquarters Fourth United States Army, Fort Sam Houston, Texas.

institutions to strip the ROTC of academic credit. Others have followed.¹ At Yale, Dr. Arthur Galston, Chairman of the faculty committee on the course of study said, "ROTC is like singing in the whiffenpoofs--a perfectly fine activity, but one that we don't think merits any academic standing."²

Brown University abolished academic credit for ROTC, and the curriculum committee there recommended that the faculty abolish faculty status of all the ROTC instructors.³

ROTC Accepts Change

Dr. C. D. Leatherman, Education Specialist in the Pentagon, stated:

"We in the Pentagon think ROTC is progressing because we are willing to change. We are flexible; constantly seeking ways to improve; finding ways to adjust to technological changes, educational advances and the many differences in the way our host institutions operate."⁴

Dr. Leatherman cited the many changes in ROTC, ranging from the 1862 Morrill Land Grant Act referred to in Chapter 1, to the 1964 ROTC Vitalization Act (PL 88-647), which provided for a two-year program in addition to existing four-year programs, increased cadet pay and allowances,

¹New York Times, January 31, 1969, 1:5.

²New York Times, March 13, 1969, 11:1.

³Ibid.

⁴C. D. Leatherman, Report of ROTC Conference, January 15, 16, 1969, Headquarters, U. S. Continental Army Command, Fort Monroe, Virginia, p. 42.

authorized the award of ROTC scholarships, established ROTC flight instruction as a continuing program, and expanded Junior ROTC on a tri-service basis to 1,200 schools.

Some colleges have made changes in their Army ROTC curriculum under an Option "C" program.¹ Option "C" is the removing of all "vocational"-type subjects from MS I and II and teaching World Military History and political science-type courses during the first two years.

One of the important aspects of newer programs were the team-teaching concept as a means of achieving the goal of academic respectability. Institutions would develop these courses. This would limit military/student contact but it would guarantee full academic credit. The Army might retain all responsibility for presentation of the courses and so qualify its instructors that allowance of full credit for their presentations would be expected. Some institutions believe the best solution is to involve presentation by military/civilian faculties. This would lessen the burden on the institution, allow for infusion of the special expertise of civilian faculties, and retain for the military instructors opportunity for adequate student contact.

Department of the Army Report of the First ROTC Option "C" Conference, January 15-16, 1969 indicated the Professors of Military Science were unanimously in support of the

¹Ibid., p. 46.

Option "C" program. The program recognized the differences in students, major fields of study, departments within a university and between universities, a single standard program of study is neither feasible nor desirable. Consequently, the program must have flexibility to meet the local needs of the individual academic community.

Typical of the changes being implemented under Option "C" was that at Massachusetts Institute of Technology where Col. Marshall O. Brechert reported the following:

For the 1969-70 school year, two major changes in this year's program will be implemented. Both have been submitted to the Faculty Committee on Curricula and their approval is pending.

The first of these is the elimination of Leadership Laboratory from the MS I course. It is not required by Option "C". This action facilitates the redesignation of "War and the Military Institutions of the Modern State" (MS 12), which is taught by a civilian faculty member, as a bonafied MIT history course. This is of general benefit to the student, due to the MIT course credit system.

The second change is the replacement of the MS 21 with an MIT political science course in International Relations, taught by a civilian faculty member. As presently structured, the two courses are virtually identical in all aspects. This, again, allows the student to gain more advantage from the MIT credit system, not in the total number of credit but in their distribution within the various categories required by MIT.

Students sampled thus far in the Pre-Professional Division find the courses outstanding, stimulating, interesting, and challenging. Some students regret that ROTC can no longer be taken as an overload to a normal course of study.

The political forces currently operating on college campuses coupled with highly favorable student, faculty, and administration reaction to the new curriculum, have caused Option "C" to be regarded as a long-overdue evolutionary step in the ROTC program -- and one which cannot be reversed.¹

Typical of the comments being made concerning the programs after a one-year trial were these:

Col. William D. Beard, PMS, University of Minnesota said:

The University administration has been enthusiastic about the Option "C" curriculum. They have supported and cooperated with the professor of military science in every way possible during the planning and implementation of the curriculum to insure that everything possible is being done to make it a success. Support includes making funds available over and above those authorized by Department of the Army for the payment of civilian instructors and the purchase of required reference books.²

Col. John Watt, PMS, University of Wisconsin, Milwaukee, said:

We are very satisfied with our program and are most pleased with the adoption of Curriculum "C," we have experienced new university unity and support.³

Comments Concerning ROTC

For many years there have been those who have spoken out in support of the ROTC program. Woodrow Wilson believed in military training in conjunction with education.

¹Ibid., p. 37.

²Ibid., p. 47.

³Ibid., p. 48.

To a group of cadets whom he addressed in 1912, he said:

I am always glad to see the uniform worn in connection with education. To me it has a deeper meaning than as an attribute of war. It means discipline, of course. In addition, it signifies that the man is not living for himself alone . . . Modern people seem to hold a service they do to help themselves below the things they do to help others. So what I want you youngsters to remember is that you owe a duty to society which is above any interest you can have in self . . . that you do the greatest good in the world when you live in it to serve your fellow men.¹

The Association of Land-Grant Colleges, composed of colleges which have had a long experience with military training and which are, therefore, qualified to speak from thorough observation, expressed its convictions in the following resolution in November, 1925.

The Association of Land Grant Colleges stands squarely and strongly behind the official policy of the nation as embodied in the National Defense Act. We believe that Act provided for a reasonable, democratic and efficient system of national defense . . . with the least possible disturbance of the industrial employment of its citizens. They (ROTC cadets) are prepared for their reserve commissions with no interruption to their civic employment and with gain rather than loss to their educational development. Military education is training in organization, in leadership, and in command, which qualities are of utmost value to college youth . . .²

¹Lamar T. Beman, Military Training Compulsory in Schools and Colleges, (New York, The H. W. Wilson Company, 1926), pp. 102-103.

²Ibid., p. 103.

In a recent meeting of a 15-member executive committee of that same National Association of State Universities and Land-Grant Colleges, the group re-affirmed their feelings about ROTC when they described as most appropriate the presence on U. S. campuses of programs for training reserve officers. The committee represents 113 state universities and land-grant colleges across the country. The statement said in part:¹

"Recently, the desirability of civilian and educational institutions being involved in the education of those who may serve as officers in the armed services, on a temporary or career basis, has been subjected to criticism and attack.

"It is charged that this involvement contributes to the militarization of our society. We believe that the opposite is true. The continued presence in substantial numbers in the armed services of officers from a wide variety of civilian educational institutions and backgrounds is, in fact, one of the best guarantees against the establishment in this country of a military caste or clique or establishment.

"The basic issue . . . is whether or not it is appropriate for state universities and land grant colleges, which have traditionally taken leadership in offering opportunities for both professional and general education in our country, to include among them opportunities for those who wish to prepare themselves for services in the armed forces. We believe it is most appropriate."

Chairman of the executive committee is Fred H. Harrington, president of the University of Wisconsin, which was the scene of student disruptions early in the spring.

¹"ROTC Endorsed by 103 Schools," The Daily Oklahoman, June 25, 1969, 2.

Russell I. Thackrey, executive director of the National Association of Land Grant Colleges, has said:

There is a strong feeling in our membership that ROTC is an important contribution to national security, and that if a student wants an opportunity to become a reserve officer, it should be offered along with his college education.

We are working now on important changes in the ROTC curricula. We expect in the future to have more elective courses, greater local control of the programs, more university-level training, and much less military drill.

But we look for no cutback in the number of ROTC programs, despite all the efforts of the SDS.¹

Educators and school executives in the colleges and universities which have ROTC training are well fitted to express opinions of the value of such training in the system of education.²

Dr. David Kinley, president of the University of Illinois, in 1926 endorsed ROTC:

We would all be glad to see war abolished. But it cannot be abolished by the simple process of lack of preparation on the part of the United States . . . To deprive ourselves of such training as may enable us to take care of ourselves . . .

Dr. Startton D. Brooks, former president of the University of Missouri, said:

One of the chief purposes of a university is to train young men for leadership. The work of the ROTC furnishes the best opportunity for

¹ROTC: Under Fire But Doing Fine, U. S. News and World Report, May 19, 1969, p. 38.

²Beaman, Military Training, pp. 108-109.

actual training in leadership that exists in the school . . . Success under the conditions of modern civilization depends upon cooperative effort to a common end. In no other department have we so good an opportunity to give this important element of an education.

O. D. Roberts, Dean of Men at Purdue University, has expressed his feelings about ROTC as follows:

Throughout the many years that I have had the privilege of working with and observing young men, I have been impressed with the qualities and abilities developed in college students by ROTC training. Among the characteristics I have noted in the ROTC student are willingness to accept responsibility, an appreciation of his obligations to his country, and the ability to organize his personal affairs and to direct the activities of others. Since such attributes contribute to success in a man's personal life and in any career he may choose, ROTC offers exceptional opportunities for the college man who can qualify for the program.¹

Early in the 20th century support came from various sources, as indicated by the following brief excerpts concerning ROTC:

"An undisciplined generation is a weak generation."²

"This discipline, which teaches individuals to act as a unit subject to one command, and under a reasonable degree of restraint, will bear a good fruit and it is to be commended."³

¹Take Command of Your Future, U. S. Government Printing Office, 1968, p. 28.

²William M. Lewis, President, George Washington University. Washington Star, December 17, 1925.

³Editorial, Scientific American, December 18, 1915. 113:534.

"There are no better educational institutions in the country than these schools where military training is given . . ."¹

More recently, President Dwight D. Eisenhower has said:

It is my conviction that the ROTC program presently in force in our colleges and universities is one of the finest ways for a young American to achieve, simultaneously, his academic objectives and prepare himself for military service to his country in case of need.

I believe that every graduate of the ROTC will find, throughout his life, cause to congratulate himself for having had that experience.²

Margaret Chase Smith, United States Senator, has said:

The ROTC program is a national resource, first, of course, because it provides well-trained, career-minded young officers for the Armed Services in numbers that cannot be easily matched by any other means. But it delivers another important benefit that should not be overlooked. ROTC training and subsequent officer service, by cultivating and strengthening the qualities of decision-making, responsibility and maturity, create a significant source of superb civilian leadership for the business, professional and community life of our country.³

Herman B. Wells, Chancellor of the University of Indiana, says:

¹Albert F. Woods, President of the University of Maryland, Hearings before the House Committee, 1926, p. 157.

²Take Command of Your Future, U. S. Government Printing Office, 1968, p. 24.

³Ibid., p. 25.

If we should be persuaded to cancel ROTC programs, we would be yielding to the same kind of pressures which have demanded that we cease teaching anything about Karl Marx, Russian history and Slavic literature.¹

Senator Henry M. Jackson of Washington puts it this way:

With their civilian schooling, the ROTC officers assure that our military continues to be representative of American society.²

Listen to General William C. Westmoreland, U. S. Army Chief of Staff:

Our officers must have the foundation which can only come from a liberal education. ROTC provides us with such young men, schooled in a variety of disciplines, men who want to play a significant role in the future.³

Birdge Givens, a 30-year-old industrial-relations consultant working for International Harvester's New Start Training Center tells his men of his ROTC training:

The training I got in ROTC was the most valuable part of my university education. Every minute I'm on this job I use what I learned in that program about leadership.⁴

Dr. Robert B. Kamm, president of Oklahoma State University, has said the input of college-trained officers through the ROTC programs on the college campus is vital:

¹Kenneth Y. Tomlinson, "ROTC Under Attack," Readers' Digest, November, 1969, p. 231.

²Ibid., p. 238.

³Ibid.

⁴Ibid., p. 233.

We need the civilian input to keep the proper balance in our military program and it would be disastrous to discontinue the ROTC programs on our campuses. ROTC should not be forced on the students, but I have no sympathy with those who would interfere with the program for those who choose to participate.¹

ROTC programs in Oklahoma colleges have been praised in a resolution adopted by the state senate. The resolution by Senator Denzil Garrison (Republican from Bartlesville) read as follows:

The ROTC programs reflect the American ideal of a military organization that serves and protects but does not seek to control the citizenry. The services afford tangible and specific benefits to students who participate.

The resolution noted that the program at many colleges and universities have been subject to pressures for their discontinuance and urged higher regents and institutions of higher learning to resist any pressures to eliminate or down-grade the programs. It urged that the institutions continue their accreditation as courses of instruction.²

Governor Bartlett, speaking at a Chamber of Commerce meeting, made statements concerning ROTC as follows:

In any military structure, I believe there must be a balance between military and civilian control and thinking. Only with a broad liberal arts academic background can this type of military officer be prepared.

ROTC training at colleges should give pause to those very student groups trying hardest to oust that element from the campus.

¹Daily Oklahoman, July 16, 1969, p. 2.

²The Daily Oklahoman, April 29, 1969, p. 13.

Officers candidate schools do not fill the need. ROTC does and this is why it should be and must be maintained on our college and university campuses. To do otherwise would hasten the time when our armed forces would be controlled by a military cadre unyielding to the influence and supervision of the civilian sector of society.

To deny ROTC training to a student for credit is just as wrong as prohibiting psychology or mathematics for credit.

Those taking the course are the only ones affected by it. If the course is not popular, chances are it will be phased out. But it should never be forced out by a few dissidents who never participate in the first place.¹

The University of Oklahoma Senate Committee on Academic Standards received an assignment concerning ROTC Programs at the University at a University Senate Meeting on May 12, 1969.

This assignment was to make a study of (1) Academic courses and curriculum and (2) Faculty appointments, rank, etc.²

At the University Senate meeting of April 27, 1970, members of the University Senate did approve a report by the Committee on Academic Standards on the status of ROTC at the University of Oklahoma, recommending continuation of the ROTC programs on their present voluntary basis.

In addition, the report recommended that a standing

¹The Oklahoma City Times, May 14, 1970, p. 4.

²Journal of the University Senate, University of Oklahoma, May 12, 1970, p. 5.

committee be established to facilitate interaction between the ROTC programs and other University programs.

Furthermore, the committee would advise the President and the Provost on all matters concerning military education on campus. The committee would also review and recommend to the Provost all proposed ROTC instructional appointments, and participate in any on-campus interviews for the commanding officers of each unit.¹

Despite the many who favor and actively support the activities of ROTC, there are also many who do not view its contributions to the American way of life in the same perspective.

In the earlier years of the ROTC program many high schools and colleges made the program compulsory. During the late 1920's and early 1930's the battle against the program's being compulsory was waged in a similar manner as many presently register their opposition to ROTC in any form. A review of the accounts of some of the opposition that took place during that time would show a striking similarity to some of the anti-ROTC activity of today. We would need to change only time and objective.

In 1926, Dr. Cadman, who was president of the Federal Council of Churches, delivered several addresses in

¹Journal of the University Senate, University of Oklahoma, April 27, 1970, p. 3.

opposition to ROTC at the Bedford Y.M.C.A. in Brooklyn.

Dr. Cadman denounced the system of using the schools and colleges of the country for military training by the War Department on the following basis:

The War Department is given direct and complete control of certain parts of our educational institutions; the avowed design of the curriculum is not only physical well-being but to make soldiers of students; all this training imbues the mental and moral structure of our students with the conviction that preparedness for war and war itself are normal relations of nations and encourages belief in violence as the final resort in international differences and discourages the efforts now in process to settle such differences by arbitration; it also unconsciously produces in schools and colleges a mental attitude inimical to the ideal of world justice and world peace for which we went into the World War.

In brief, take the War Department out of the public schools of the United States and keep it out. It is unwise and in the real sense unpatriotic to introduce in these schools the very things we denounced so bitterly in our adversaries of 1918. Making military training compulsory by college edicts, refusing academic degrees to students on any other ground than academic unfitness, creating the visious atmosphere of villification around those students who refuse military training as coward and poltroon is about as un-American a procedure as I know. It is entirely adverse to the spirit and the principles of the Constitution and the Declaration of Independence.¹

Another objection to ROTC was voiced by Robert C. Root. One of the objections to ROTC has been that the school courses are already too full; therefore, no other course

¹Frederick Lynch, "Dr. Cadman on Military Training in The Schools," Christian Century, May 26, 1926, 43:578-579.

should be added. This objection was sustained by Professor John Dewey, Columbia University, one of America's highest educational authorities. Dewey also stated that military training has not enough educational value to replace any subject that rightfully belongs in the school courses of study. Also upholding this objection are President Henry Churchill King, Oberlin College; ex-President Charles W. Eliot, Harvard University; ex-Governor Charles E. Hughes, on the United States Supreme Court; and General John W. Foster, ex-Secretary of State.¹

Other objections brought out in opposition to ROTC by Robert C. Root are as follows:²

1. The regulations generally, if not invariably, used in military drill was prepared for adults and not for boys.
2. The supposed benefits of military training can be secured more effectively by other means: the gymnasium and outdoor games and athletics.
3. The girls, even more than the boys, need the physical development supposed to be derived from military training; but the system thus far in use wholly ignores this greater need of the girls.
4. For all except a few officers in command, military training develops a blind, unthinking obedience.

¹Robert Cromwell Root, "Military Training in Schools: Twelve Objections," Advocate of Peace, April, 1969, 78:109-110.

²Ibid., p.p. 150-154.

5. To adopt military training in our schools would be contrary to our national traditions and national ideals; therefore, it would be undemocratic and un-American.
6. To establish military drill in our schools would, in the boys' minds, place the emphasis on might and not on right.
7. Military training in the public schools fosters a spirit of suspicion and distrust of other nations.
8. There is moral danger.
9. The school system and the war system have nothing in common.
10. Military training in the public schools is not necessary in order to teach patriotism or to provide for national defense.

Others who have opposed ROTC are indicated by the brief excerpts concerning the program:

"To establish military drill in our schools is to introduce dangerous tendencies which are in direct opposition to the moral and political ideals which our schools are primarily intended to develop."¹

President Coolidge, addressing an American Legion group in 1925, put it this way:

"Our country has a larger army and more powerful navy, costing annually almost twice as much as it ever before had in time of peace . . . Peace and security are most likely to result from fair and honorable dealings, and mutual agreements for a limitation of armaments

¹Charles H. Randall, Congressional Record Appendix, May 23, 1916.

among nations, than by any attempt at competition in squadrons and batalions."¹

In a hearing before the House of Representatives Committee Meeting, Matthew C. O'Brien said:

"ROTC leads youth to take war for granted. It tends to breed in his immature and receptive mind a lasting suspicion of other nations, which, viewing such unwonted preparations in the United States, in their turn conceive their own suspicions. Again, the vicious circle."²

Mr. William C. Carr, Assistant Director of the Research Division of the National Education Association in 1926, has said, "There is need for an impartial, comprehensive, and objective study of the values of military training in the colleges."³

"Military-directed courses in the university curriculum violate the principles of academic freedom,"⁴ according to James R. Anderson, a humanities instructor at Michigan State University and an ROTC critic. He further states:

The university seeks to promote democracy and equality and above all to prize independence of mind and judgment. The military stresses

¹President Coolidge, Address Delivered Before the American Legion Convention at Omaha, Nebraska, October 6, 1925, p. 4.

²Matthew C. O'Brien, Hearings Before the House Committee, 1925, p. 59.

³William G. Carr, "Military Training in Our Schools," Nations Schools, September, 1929, Vol. 4, No. 3, p. 27.

⁴Kenneth Y. Tomlinson, "ROTC Under Attack," Readers' Digest, November, 1969, p. 235-236.

hierarchy, the solution to problems through violence rather than reason, and unquestioning obedience to commands from above.¹

The Chairman of Yale's faculty committee on curriculum, when it recommended ending credit for ROTC courses, said:

"ROTC courses do not merit academic credit. It is a perfectly fine activity, but one that we don't think merits academic standing here. It should be an extracurricular activity, like playing on the football team."²

Larry Chilnick, former editor of the Oklahoma Daily, campus newspaper for the University of Oklahoma and a Senior student from Boston, Massachusetts, said:

ROTC has no more business on a university campus than miniature golf. The eventual answer is that ROTC will have to leave the campus; students will not stand for the military invading the campus atmosphere.

It's sort of a frightening thing to watch these guys drilling. It's disturbing to anyone who wants to see peace in the world.³

Rev. O'Ray Graber, Director of the Mennonite Church Center in Oklahoma City, said:

Giving special honors to ROTC graduates at commencement is totally out of line with our educational system in which we represent all academic disciplines as being equal.

¹Ibid.

²Ibid.

³Jim Jackson, "Should ROTC Be Taken Off Campus?", The Daily Oklahoman, May 11, 1969, p. 16.

There are better ways of solving human conflict than by killing. I think colleges should be fair and also have courses in peaceful ways of solving conflict, like diplomacy and statesmanship.¹

The O. U. Committee to End the War in Vietnam sponsored a demonstration May 13, 1969, revolving around bringing the boys home and bringing an end to ROTC at O. U. It was in connection with an ROTC commissioning exercise during Armed Services Day recognition.

Suzie Trippet, head of the Committee, cited specific arguments against the ROTC program as reasons for the demonstration. They are as follows:²

1. ROTC is a training ground for future officers, and reinforces class distinctions rampant in the military.
2. ROTC serves to inject military values into an academic environment.
3. ROTC is a particular interest group, receiving special grants, privileges, and facilities.
4. ROTC is serving as a seduction to young men for financial support or in putting off the draft.

One year later, May 13, 1970, an anti-war demonstration disrupted the annual O. U. ROTC Armed Forces Day Parade, which was moved to Owen Stadium in order to have better control of the crowd. The protesting was for the same reasons, plus the

¹Ibid.

²Teresa Pitts, "Picnic to Protest ROTC, Vietnam War Today," Oklahoma Daily, May 13, 1969, p. 1.

movement of U. S. troops into Cambodia to attack some of the communist sanctuaries, and the killing of two students during a demonstration at Kent State University in Ohio. By May 8, 1970, some 224 colleges in the United States were closed because of demonstrations. Most of the on-campus protests were peaceful, but fires were reported at 11 colleges, with ROTC facilities the most frequent target.¹

The problems expressed by so many of our vocal critics today are not new and are not a symptom of our times. In the 2nd Century, the sceptic Lucian described:²

" . . . A class that has recently become conspicuous among men. They are idle, quarrelsome, vain, irritable, lickerish, silly, puffed up, arrogant, and in Homeric phrase, vain cumberers of the earth . . . Ask one of these bawling, brawling censors, 'And what do you do? In God's name, what shall we call your contribution to progress?' And he would reply, if conscience and truth were anything to him: 'I consider it superfluous to sail the sea, or till the earth, or fight for my country, or follow a trade; but I have a loud voice and a dirty body; I eschew warm water and go barefoot through the winter; I am a Momus who can always pick holes in other people's coats . . . ' Such . . . is the nature of this vermin."

Therefore, it appears the questions being addressed to ROTC on college campuses are basic to the issue of whether differences of opinion will continue to be tolerated in the

¹"Protests Shut 224 Colleges," Associated Press Release, The Daily Oklahoman, May 8, 1970, p. 1-2.

²Colonel Albert C. Weidenbusch, "The Academic Question -- ROTC," Vital Speeches of the Day, July 1, 1969, Vol. 35, p. 558-560.

academic community. As such they go to the very roots of freedom, and they are of vital importance to every citizen of our nation.

Review of Related Research

No published books of a general nature dealing with the ROTC programs could be found. Information and research in general was conducted through military and education journals, bulletins and reports, which have relatively short descriptive accounts or deal with certain narrow aspects of the program.

One of the most important reports on ROTC which has been completed recently is a Report of a Special Committee on ROTC to the Secretary of Defense.¹ The Committee was appointed for the purpose of examining the existing armed services Reserve Officers' Training Corps programs, in their relationships with each other, in their relationships with the host colleges and universities in particular, and in their relationships with the academic community. The stated task of the Committee was an evaluation of ROTC as a means of securing officers for the armed services.

The Committee gave serious attention to the specific, thoughtful, and objective criticisms and proposals for improvement of the existing ROTC programs. The criticisms and

¹Report of the Special Committee on ROTC to the Secretary of Defense, September 22, 1969, Washington, D. C.

proposals range from comments on certain confusing and seemingly needless differences among the programs of the three services to the fundamental problem of the propriety of an "outside directed" program within the framework of an otherwise autonomous academic community.

The Committee had access to full and complete information regarding each program as well as information and suggestions received from students, faculty members, administrative officials, and the representatives of the military services.

The report includes:

1. A brief history of ROTC and a factual description of the existing programs of the United States Army, the United States Navy, and the United States Air Force.
2. An evaluation of alternative methods of preparing candidates for commissions in the armed services.
3. A consideration and appraisal of the criticisms of various kinds and from various sources, with the Committee's evaluation of their validity.
4. A set of recommendations which the Committee believes will strengthen ROTC.

The recommendations of the Committee are as follows:

1. The Committee has carefully considered various methods of officer procurement alternatives to ROTC. Although several alternative methods can serve useful purposes, the Committee recommends that ROTC be continued as a major procurement source of officers for the Army, Navy, and Air Force.

2. The Committee believes that ROTC is a highly desirable method of officer procurement for the United States of America. ROTC has the advantages of:
 - a. Supporting American concepts of civilian-military relationships.
 - b. Providing a blend of civilian and military background for many young officers.

Therefore, the Committee recommends that the Department of Defense support ROTC by continuing to develop a viable partnership between the services and the universities.

3. The Committee recommends revision of the wording of the ROTC Vitalization Act of 1964 to indicate a cooperative effort between the armed services and the universities in developing the ROTC curriculum.
4. The Committee recommends that each host institution assume a great deal more responsibility for ROTC instruction, including the appointment of ROTC staff. The Committee reaffirms the policy that military classroom teaching should not be performed by non-commissioned officers.
5. The Committee commends the services for the use of civilian faculties in some ROTC teaching and recommends further use of these faculties where possible.
6. The Committee recommends that appropriate academic credit be given for ROTC courses. The ROTC program, especially the various teaching materials, should be strengthened and improved to go along with other educational opportunities. Credit should continue to be determined by the host institution. Faculty reviews of ROTC credit should be based upon exposure to the classroom itself, as well as to the review of materials.

7. The Committee commends the services for their frequent and careful reconsideration of their curricula. It recommends more discussion by the services with individual universities, and more discretion to instructors.
8. The Committee believes that uniforms and drill are a part of the military profession and should remain on campus. It also believes authority should be given the local ROTC units to determine how much drill should be taught.
9. The Committee recommends that the question of appropriate academic rank for ROTC faculty members be resolved by institutional recognition that ROTC programs have a place in the curriculum and the acceptance of officers in a faculty status appropriate to their teaching duties and qualifications.
10. The Committee recommends that ROTC be given the status of an academic program organized in the academic structure of the host institution. ROTC instructors should have full opportunity to participate in the academic life of the institution.
11. The Committee recommends that each host institution establish a high level faculty-administration committee to oversee and work with the ROTC programs.
12. The Committee recommends strongly that the federal government pay for institutional costs of ROTC.
13. The Committee recommends that every host institution list the ROTC unit's course offerings in an official publication equivalent to other curricular publications.
14. The Committee recommends that the host institution actively support the ROTC unit's recruiting effort.
15. The Committee recommends that the Navy discontinue its contract requirement for non-scholarships students in the first two years of a four-year program.

16. The Committee recommends that the Navy eliminate its bar against marriage of scholarship students.
17. The Committee recommends that the number of scholarships be increased and that the summer training pay and monthly stipend for the last two years be increased.
18. The Committee recommends that a fraction of scholarships should be made available to two-year students.
19. The Committee recommends that scholarship criteria and selection methods assure the services of high quality students from all classes of society.
20. The Committee suggests that all three services have the same rule regarding marriage of cadets, scholarship holders and contracts, and positive rules about course majors.
21. The Committee recommends the establishment of an office in the Department of Defense to secure coordination of service ROTC rules which may affect the relationship of ROTC as a whole within the academic world.

Defense Secretary Melvin Laird approved all of the Committee's recommendations with one exception. Laird said the Committee's suggestion that the Federal government pay for institutional costs of ROTC needs further study.

Another report on ROTC matters was issued by Representative F. Edward Hebert, Democrat from Louisiana, who served as Chairman of a House Armed Services Committee.¹

¹Report from the House Armed Services Committee, released Sunday, October 5, 1969. (Copy of the release mailed to me by request.)

The report concerned the problems of the ROTC and military recruiting on the college campus. The subcommittee studied complaints about ROTC expressed by educators that ROTC military personnel should not teach academic subjects, that directors of ROTC programs should not automatically be given the title of professor, that drill and the wearing of uniforms was excessive, and that a student whose education has been paid for by the government should not be subject to immediate induction if he drops ROTC.

The panel said it rejected the last three criticisms, believing they are without merit. It also said there was "too much emphasis" given to the retention of ROTC "at Ivy League schools where officer production is relatively low and retention of ROTC graduates in the services after obligated service is almost minimal."

Emphasis should be given, the subcommittee said, to removal of these units and placing them at institutions which have applied for units.

The Committee desires to retain the visibility of the ROTC programs on the college campus through the wearing of the uniform and a substantial number of hours of drill. The latter, they feel, provides not only an opportunity for leadership training but also training in the ability to accept orders.

Studies have been completed which concern ROTC

programs on a national scale and on individual campuses.¹ None of these, however, deal directly with the areas studied in this research.

In general, the studies concluded that officer training should include courses in history, military affairs, and national security; courses in technical fields, command and staff operations, military law, and logistics; and a mastery of military skills such as small unit tactics, map reading, operation, and use of weapons and equipment.

Almost without exception ROTC study panels have recommended that the resources of the universities be utilized to provide instruction in history and national security and in subject matter areas such as science and engineering, personnel management, computer science, etc., and that the military skills be taught as an extracurricular activity, preferably off-campus during the summer camp(s).

In spite of these reports, the recommendations have not been widely adopted because on one hand, many universities have been unwilling to offer courses in military history and national security policy, and on the other hand, the services have strongly opposed the discontinuance of drill, wearing of

¹G. Lyons and J. Masland, "Role of Colleges and Universities in ROTC Programs," 1960 (a report of the Ohio State University Mershon National Security Program); Education and Military Leadership - A Study of ROTC, 1959; "A Proposed Senior Division Army ROTC Curriculum," 1965 (a report of the Mershon Center for Education in National Security, Ohio State University).

the uniform, small unit tactics, and instruction in weapons and their use as part of the on-campus programs. The services have held a view not shared by many educators that such military activities and subjects are essential to recruitment, indoctrination, and development of leadership qualities in future officers.

In recent years a growing number of universities have demonstrated a willingness to offer university courses in history, military affairs, and national security that would be available but not restricted to participants in a program for the education of military officers. At the same time, the military services increasingly have included regular university offerings as part of the curricula for officer education and have seemed willing to consider further modifications in the programs for officer education. The services thus far, however, have not taken steps to eliminate from the on-campus curricula all courses in military skills, traditions, and drill.

Roger T. Kelley, Assistant Secretary of Defense, has recently held a series of meetings throughout the country which have resulted in an informative exchange of views with academic leaders of colleges. He reported the following:¹

¹United States Department of Defense Press Briefing, Quotation by the Honorable Roger T. Kelley, The Pentagon, Tuesday, April 29, 1969.

1. There is a common belief that ROTC has the potential of surviving, and of surviving successfully, in many of the schools.
2. The Department of Defense believes that the ROTC graduates, when they become officers, are by and large more successful officers in their performance.
3. They discussed the tremendous pressures which are brought to the administrators from faculty groups as well as student groups.
4. Some of the presidents believe that there should be a move in the direction of relieving the college student of some of the extracurricular activity pressures so that he can concentrate more effectively on the academic pursuits. (The typical ROTC program commits the student over a four-year term to approximately 350 more academic hours than he would otherwise spend.)
5. It may be better to let the student who volunteers for this military identification satisfy those requirements during the summer months so that he can concentrate during the September through May months on his academic program.
6. Concerning academic credit, the ROTC courses should be measured no more leniently nor more stringently, than are other courses on campus. And only if ROTC courses meet the same high academic standards as other courses do should they qualify for academic credit.
7. It should be the continuing objective to improve the quality of ROTC course offerings so they qualify for course credit.
8. The essence of ROTC is to provide a here-and-now blend of the civilian and academic with military training and if the school feels this is not in accord with their philosophy and objectives, they should make an orderly retreat.

9. There is a trend toward a transfer of the teaching of some courses to the academia so that it doesn't compromise the quality of the course offering.
10. There is a tendency to reduce the number of ROTC-type technical courses and the hours of military drill. This is done to give the ROTC cadet a better opportunity to meet the challenge of the academic courses, not simply to remove the visibility of the military organization from the campus.
11. The trend should be in the direction of beefing up the quality of ROTC courses where they are found to be deficient so they meet the standards for academic credit.

A Commission on Military Training¹ was appointed by President James A. Perkins, Cornell University, on September 23, 1968. The task of the commission, as outlined by Dr. Perkins, was to determine the most appropriate way for a modern land grant institution to respond to the provisions of the Morrill Act and its charter regarding instruction in military tactics. Specifically, the commission was asked to review and examine Cornell University's obligation with respect to military training, as defined by existing laws and contracts, and in light of Cornell's charter as a land

¹Members of the commission consisted of Vice Provost W. Keith Kennedy (chairman); Raymond Bowers, professor of physics; Edmind T. Cranch, associate dean, College of Engineering; Gary A. Lee, Director of scholarships and financial aid; Norman Penny, professor of law; Joseph L. Rosson, associate professor of electrical engineering; Mattie W. Young, assoc. professor of history of art, and three students, Martin H. Bollmberg, D. Bruce Kratz and Clifton A. Leonhardt, all seniors in the College of Arts and Science.

grant institution, recommend a model program that would respond to the expressed concerns of faculty and students and that would be fully consistent with the ideals and purposes of the university; to consult with appropriate Federal agencies concerning possible revisions and relevant contracts with the university; and recommend plans whereby Cornell could effectively move in the quickest military training programs as seemed desirable.

The following material was excerpted from the report submitted by the commission to President Perkins, December 10, 1968.¹

The commission believed, as the result of its investigation, that major changes needed to be made in the relationship between ROTC and Cornell University. They believed that a sufficiently large number of difficulties and stresses exist in the present relationship so that a continuation of the present program without change is not in the best interest either of the ROTC or of the University. It is important to be aware that there is a great deal of inter-connection among problems of the various divisions. The program of officer education must change as the University, the student body, and the society that it serves change.

¹Report of Cornell's Presidential Committee on Military Training, School and Society, April, 1969.

The new policy which they proposed was mainly concerned with the following five areas:¹ (1) The teaching of those courses required in the ROTC program which have political content; (2) The teaching of technical courses such as navigation, science, engineering and business management, in the ROTC program; (3) The proper place for courses concerning military discipline, leadership, and indoctrination; (4) The contractual arrangement between the student and the military services; (5) The supervisory mechanism necessary to build a successful relationship between the ROTC and the University.

Before discussing these particular points, it appears desirable to state the commission's premises underlying their conclusions. They were persuaded that the military services have a continuing need for broadly educated officers with a wide variety of skills. They believed that the need for such officers is not and probably will not be fully met by the graduates of the present or future military academies. The committee felt that it was undesirable for the nation to have the military academies supply the entire officer corps, and they recognize that the armed services will continue to look to ROTC programs at colleges and universities for a large segment of their officer personnel. A majority of the commission

¹Ibid.

found it appropriate for some colleges and universities, and Cornell in particular, to cooperate with the services in their efforts to educate officer personnel, as long as the resulting program was not incompatible with the academic function of the University. Hence this majority felt it was desirable for Cornell to continue ROTC programs leading to a commission at graduation. Yet this continuation of the ROTC program would be acceptable only if certain major changes are made to make the ROTC program consistent with Cornell's academic pursuits.

In a survey of cadets in universities nation-wide, in answers which were unsigned and unidentified as to source, a poll showed that 52 per cent rated the quality of ROTC instruction as about the same as other college courses; 33 per cent rated it better. Sixty-one per cent believed ROTC offered the student more opportunity for problem solving, decision making, and creative thinking than did most other college courses.¹

Nation-wide research has shown that the academic coverage carried by ROTC students is higher than the average carried by non-ROTC male students. A part of this is attributed to our insistence on excellence, not only in ROTC, but in academic endeavors as well.²

¹B. A. Giles, Speech before Fordham University Faculty Meeting, September 27, 1968.

²Ibid.

A college poll reported, after interviews with nearly 1,000 students on 87 campuses, that 71 per cent said the ROTC should not be dropped. Most of them disagreed with the action of some Ivy League schools in stripping ROTC of academic credit.¹

Several universities and colleges throughout the country have appointed faculty committees whose responsibility it has been to study the ROTC programs at their respective schools and make reports and recommendations to the faculties they represent. Among the schools which have followed this procedure are the University of Rochester, MIT, Duke University, Fordham, Cornell, Harvard, and the University of Oklahoma. Time and space prohibits a complete review of all the faculty reports; however, some of these have been referred to in the previous pages of this dissertation.

The Norman Transcript, May 11, 1969, p. 24.

CHAPTER III

DESIGN AND PROCEDURE OF THE STUDY

Since the success of this investigation was contingent development of an acceptable questionnaire and an adequate return of this instrument by the population samples, the length and type of items used on the questionnaire were of utmost importance. They would have a definite effect on the outcome of a study which used the questionnaires as the method of obtaining data. A survey of the literature and consultation with individuals experienced in the construction and use of questionnaires led to the conviction that a questionnaire of from three to seven pages would be the most desirable length. The instrument used in this study, therefore, was four pages long for the student and parent groups and six pages long for the faculty.

The structured type of item was chosen over the unstructured type of item. One reason for this choice was expressed by Rummel in his statement that "The unstructured item requires a respondee to do some hard, reflective thinking and necessitates a lengthy discussion on his part."¹ The structured item with categorical response was chosen over the

¹J. Francis Rummel, An Introduction to Research Procedures in Education, (New York: Harper & Brothers), 1958, p. 94.

unstructured item and was designed to give respondents the opportunity to express their agreement or disagreement with statements which were pertinent to the basic questions under investigation. Respondents were asked to indicate whether they strongly agreed (1), agreed (2), neutral or had no opinion (3), disagreed (4), or strongly disagreed with each of the statements.

Developing the Questionnaire

The final questionnaire of 50 items for student and parent groups and 70 items for the faculty group was developed in the manner described below.

The total 95 items were originally developed for possible use in the instrument. The statements were drawn primarily from current ROTC literature. (Periodicals, Newspapers, Faculty Committee reports, Press Conferences and Defense Department Officials, accounts of speeches which have been made both in support of and in opposition to the ROTC programs, etc.) The instrument was submitted to twelve faculty members from the departments of military science and from the Faculties of the Colleges of Arts and Science, Business, Education and Engineering, and a group of ten university administrators and staff members who were not associated with the teaching faculty for their criticism as to the content, clarity, validity, relevance, and purpose of the questionnaire.

After making several significant changes in the

instrument, as a result of the suggestions of the reviewers, some of the statements were eliminated because of duplication or lack of application directly to the study. The statements which were to be submitted to the students and parents, fifty questions in all, were then given to a panel of twenty students and twenty sets of parents for an additional review. After an analysis of the questionnaire sent to this group and certain revisions were effected, the instrument was considered to be in acceptable form.

During the spring term of the 1969-70 academic school year, primarily during the month of May, the 50-statement questionnaire was mailed to the student and parent groups, and the 70-statement questionnaire was sent to the faculty. These groups are defined under the section "Definition of Terms" in Chapter I. The questionnaire was coded for purposes of identifying the samples and non-respondents. A stamped, self-addressed envelope was enclosed to encourage a prompt return. A period of approximately two weeks was allowed for completion and return of the questionnaire before a follow-up letter and questionnaire were mailed to all non-respondents.

Sampling Procedure

All the ROTC Sophomore students who met the qualifications as established received a questionnaire. There were 178 boys in this group, and of them 124 or 69 per cent returned questionnaires in usable form.

Since the non-ROTC Sophomore group was too large to be able to survey in its entirety, the small-sample technique for sampling a finite population explained in the December, 1960, issue of the NEA Research Bulletin was used for this study. This technique set up a minimum accuracy of ± 5 percentage points with a 90 per cent level of confidence. In other words, the chances were at least 9 in 10 that the answers of the students in this opinion poll would not vary more than 5 percentage points from the true opinions of all students in the population being studied. The formula was applied to the number of non-ROTC Sophomore boys at the University of Oklahoma during the spring semester of the 1969-70 academic year. From this application of the formula, it was determined that 243 non-ROTC students would satisfy the minimum accuracy established.¹ The formula and its application were explained in detail in Chapter I.

Of the 243 questionnaires sent to this group, 13 were returned, indicating the student had withdrawn from school or entered military service since the records in the Admissions and Records office were examined or had moved and left no forwarding address and the questionnaire could not be delivered. Therefore, 230 questionnaires were delivered and 151 or 66 per cent were returned and six of these were in unusable form

¹"Small-Sample Technique," The NEA Research Bulletin, XXXVIII, December, 1960, p. 99.

leaving a total of 153 which were included in the research.

There were 465 questionnaires sent to the faculty group. The group was determined from lists obtained from the Deans' offices of the colleges and departments involved. Of these, 26 were returned, indicating the instructor did not meet the qualifications for completing the questionnaire because of being on leave, was not a United States Citizen, or did not teach at least one class during the 1969-70 school year on the University of Oklahoma campus. This left a group of 439 who were eligible to complete the questionnaire under the qualifications set out for the study. Of this group, 331 or 75 per cent of the questionnaires were returned in usable form.

Of the 159 non-ROTC students who returned questionnaires, only 96 granted permission to mail a questionnaire to their parents or guardians and furnished their names and addresses. Of this group, 77 or 80 per cent returned questionnaires in usable form.

Of the 123 ROTC students who returned questionnaires, only 97 granted permission to mail a questionnaire to their parents or guardians and furnished their names and addresses. Of this group, 90 or 93 per cent returned questionnaires in usable form.

Per Cent of Returns in This and Related Studies

The research consultant firm of Clark, Bradsley, and

Haslacher¹ stated that a normal return for a mail questionnaire is from 10 to 20 per cent of the questionnaires sent, provided that an appropriate sampling technique is used. The same research firm considered a return of 50 per cent or better from a homogeneous group as ample for an indicative sample.

Mildred Parten², University of Rochester, has indicated that returns from mailed questionnaires sent to select groups are usually very low, often ranging from about 10 to 20 per cent. The percentage of returns varies greatly, however, with different schedules and informants. One survey of M. D.'s in New York State received about 50 per cent returns.

Glen Robinson, Assistant Director of the Research Division of the National Education Association, stated that the normal response received by the National Education Association on their major studies was in the neighborhood of 85 to 90 per cent. Robinson stated that "this is extremely high for a mail survey" concerned with the attitude of a population toward some event or thing. He explained that an individual can expect to receive a much smaller return than can an organization such as the National Education Association.

¹Clark, Bradsley, and Haslacher, Utah Education Association: Poll of Member Opinion, Salt Lake City: Utah Education Association, January, 1960, pp. 42-67.

²Mildred Parten, Surveys, Polls, and Samples: Practical Procedures, New York, Cooper Square Publishers, Inc., 1966, p. 95.

The Iowa Commission on Teacher Education and Professional Standards in cooperation with the College of Education at Iowa State University conducted a survey of state educators in which a 46 per cent return was received. An independent agency conducted a survey for the Utah Education Association in which a 53.3 per cent return was received. The Oregon Education Representative Council authorized a study in which a 48 per cent return was obtained.

Seventy-four per cent of the questionnaires sent in this study were returned in usable form. For the purpose of this study, the returns were considered as indicative of the populations used in the study. The per cent of returns by groups were 69 per cent for ROTC students, 66 per cent for non-ROTC students, 75 per cent for the faculty, 93 per cent for ROTC students- parents, and 80 per cent for the non-ROTC students' parents.

Electronic Data Processing of Results

In order to facilitate the handling of the large quantity of data obtained in this study, the data were punched on IBM cards and a program was written which made a frequency count of each of the five choices on each question. The frequencies were tabled for each of the items on the questionnaire.

A chi-square test was computed between the appropriate groups. A chi-square program was developed which could be utilized in connection with the IBM 360-50 computer system at the Merrick Computer Center on the University of Oklahoma

campus. Without the use of the computer it would have been a relative impossibility to make the necessary frequency count and perform the appropriate chi-square tests.

CHAPTER IV

ANALYSIS OF THE DATA

Two hundred seventy-five University of Oklahoma students and 167 parents of these students were given a 50-item questionnaire concerning the relevance, pertinence, content, and appropriateness of Reserve Officers Training Corps (ROTC) programs at the University of Oklahoma. A second questionnaire which contained the original 50 items of the first questionnaire plus 20 additional items relating to faculty status, academic freedom, and academic credit was administered to 331 faculty members from five different colleges* within the University of Oklahoma. The primary purpose of the study was to determine the differences in attitudes concerning the ROTC programs among students, parents, and faculty. There were two groups of students--Sophomore ROTC, and Sophomore non-ROTC; two groups of parents--parents of the ROTC students and parents of non-ROTC students who were surveyed in the study; and five faculty groups from the Colleges of Arts and Science, Business, Education, Engineering, and the Departments of Military, Naval, and Air Sciences.*

*The Departments of Military, Naval, and Air Science referred to as ROTC Faculty are Departments within the College of Arts and Sciences.

As an attempt to compare attitudes concerning each individual item, the Chi-Square (χ^2) Test was performed on the choices of each of the first 50 items of the questionnaire. The following comparisons were made:*

- χ^2_1 ; ROTC Sophomore students vs non-ROTC Sophomore students
- χ^2_2 ; Parents of the ROTC students vs Parents of the non-ROTC students
- χ^2_3 ; Combined student sample vs Combined parent sample
- χ^2_4 ; Combined student sample vs Combined faculty sample
- χ^2_5 ; Combined parent sample vs Combined faculty sample

Results of Testing Hypothesis 1 (H_1)

Hypothesis one--There is no significant difference between the attitudes of ROTC students and the attitudes of non-ROTC students in regard to the ROTC programs on the University of Oklahoma campus.

The choices of the 50 items of the student questionnaire were used. A perusal of these items showed that only items 4, 12, 13, 31, 37, 38, 39, 41, 43, 46, and 50 had choices that were in agreement. The number and motif of these items are given in Table 1.

*The actual statement of the item can be located in the Appendices; however, for the sake of brevity, only the primary motif of the item is stated in the Tables.

Table 1

NONSIGNIFICANT ITEMS BETWEEN
STUDENT GROUPS (N = 11)

Item Number	Motif
4	Is the civilian control of the military desirable?
12	The Federal Government should support ROTC programs.
13	ROTC participation should be completely voluntary.
31	Who decides the amount of credit given for ROTC?
37	Attitude of students at O. U. toward ROTC students.
38	Attitude of students at O. U. toward ROTC activities.
39	Attitude of students and faculty toward ROTC drill.
41	Evidence of conspiracy against ROTC programs.
43	The Viet Nam war propagates ROTC demonstrations.
46	Anti-ROTC feeling could separate the military from society.
50	Officers training is viewed as evil in spite of the need for military protection of society.

Net Result: Agreement 11 of 50 items
 Disagreement. . . 39 of 50 items
 Conclusion. . . . Significantly different
attitudes.

The largest amount of agreement was in the areas of the desirability of civilian control of the military, attitudes of students and faculty toward ROTC activities, and the underlying reasons for anti-ROTC demonstrations.

The largest amount of disagreement was in the areas of the importance of ROTC to the national defense, the effect of withdrawing ROTC from the campus, and academic status of the ROTC programs.

Results of Testing Hypothesis 2 (H_2)

Hypothesis two--There is no significant difference between the attitudes of the parents or guardians of ROTC students and the attitudes of the parents or guardians of non-ROTC students in regard to the ROTC programs on the University of Oklahoma campus.

The choices of these two groups on the 50 items of the parent's questionnaire were used for this purpose.

A comparison of these choices shows that there was more agreement between the parental groups than between any other groups. Table 2 shows the 25 items of agreement between the two parental groups.

Table 2

NONSIGNIFICANT ITEMS BETWEEN PARENT GROUPS (N = 25)

Item Number	Motif
5	ROTC in colleges is of major importance to the National defense.
6	The effectiveness of the military force depends on the efficiency of the officer corps.
7	ROTC is the most desirable method of training officers for our military services.
8	ROTC participation is a good way to propagate the concept of civilian control of the military.
10	ROTC withdrawal from campuses would be an added danger to our freedoms.
15	ROTC should be given the same academic status as any other academic program.

Table 2 (Cont'd)

16	The academic quality of ROTC courses compares well with other courses at O. U.
17	ROTC programs teach self-discipline which other students do not receive at O. U.
18	ROTC programs teach leadership which other students at O. U. do not receive.
21	Credit for ROTC courses as compared to other courses
22	Academic Credit for drill sessions.
24	Using military personnel to teach courses outside the ROTC area.
26	Establishment of an "ROTC Coordinating Committee."
27	Academic freedom of ROTC instructors.
28	Rights of ROTC departments to set curriculum requirements, course content, etc.
30	Reduction of the ROTC requirements for students.
32	Applicability of certain ROTC curriculum areas to all educational areas.
36	Possible benefits of the ROTC program.
41	Conspiracy against ROTC programs by campus protesters.
42	Purpose of ROTC protesters.
44	The real force and motif behind campus demonstrations.
45	Should military training and civilian education be separated.
47	The scholarship selection method of obtaining students.
48	Minority races have equal opportunity in ROTC.
49	The number of, and remuneration through ROTC scholarships.

The results of testing hypothesis two show that the parents of the ROTC and non-ROTC students agreed on 25 of the 50 items and disagreed on 25 of the 50 items. Therefore, it was assumed that they were not significantly different.

Results of Testing Hypothesis 3 (H_3)

Hypothesis three--There is no significant difference between the attitudes of the students and the attitudes of the parents or guardians who participated in the study in regard to the ROTC programs on the University of Oklahoma campus.

The choices of these two groups on the first 50 items of the questionnaire were analyzed to test this hypotheses.

The results of this analysis showed that only four of the 50 items were viewed in the same way by the two groups. These were items 28, 29, 31, and 48. The motif of each of these items is given in Table 3.

Table 3

NONSIGNIFICANT ITEMS BETWEEN COMBINED STUDENT AND PARENT GROUPS (N = 4)

Item Number	Motif
28	Rights of ROTC departments to make curriculum requirements.
29	Right of ROTC departments to determine drill time, place, and amount.
31	Amount of credit given for ROTC courses.
48	Minority races have equal opportunity in ROTC programs.

Net Result: Agreement 4 of 50 items
 Disagreement. . . 46 of 50 items
 Conclusion. . . . Significantly
 different attitudes

Results of Testing Hypothesis 4 (H_4)

Hypothesis four--There is no significant difference between the attitudes of the students who participated in the study and that of the faculty who participated in the study in regard to the ROTC programs on the University of Oklahoma campus.

The choices of these two groups on the first 50 items of the questionnaire were analyzed to test this hypothesis.

The results of this analysis showed that on 17 of the 50 items were viewed in the same way by the two groups. The motif of each of these items is given in Table 4.

Table 4

NONSIGNIFICANT ITEMS BETWEEN COMBINED STUDENT AND FACULTY GROUPS (N = 17)

Item Number	Motif
2	Purpose of the military force of the United States.
4	The control of the military by civilians.
5	The importance of ROTC units on college campuses.
6	The effectiveness of the military as related to the effeciency of the officers corps.

Table 4 (Cont'd)

7	The desirability of ROTC for training officers.
9	The election of President Eisenhower reflected the values of society.
17	ROTC programs teach self-discipline.
18	ROTC programs teach leadership.
23	Desirability of using O. U. to teach World Military History.
25	The development of the ROTC curriculum.
30	The reduction of ROTC requirements for students.
36	Possible benefits of the ROTC program.
39	O. U. students attitude toward drill.
43	The Viet Nam war propagates ROTC demonstrations.
44	The real force and motif behind campus demonstrations.
45	Separation of military training and civilian education.
46	Anti-ROTC feeling could separate the military from society.
4	Net Result: Agreement . . . 17 of 50 items Disagreement. . . 33 of 50 items Conclusion. . . <u>Significantly different attitudes</u>

Table 4 shows the items of agreement between the students and faculty. These two groups agreed more on matters of policy concerning the ROTC programs than in any other areas. Statements relating to the Viet Nam war, attitudes of University of Oklahoma students toward the activities of the ROTC programs on the university campus, and the development of the ROTC curriculum were among those showing strong agreement between these groups.

Some of the areas of agreement are analyzed below:

1. Eight-six per cent of the faculty and 90 per cent of the students felt a strong military force prevents the United States from being attacked by other countries.
2. Seventy-five per cent of the faculty and 74 per cent of the students agreed there should be a cooperative effort between the military services and the university in developing the ROTC curriculum.
3. Eighty-four per cent of the faculty as compared with 88 per cent of the students agreed that young men who wished to become officers should have an opportunity to do so concurrently while in a civilian academic environment.

One of the areas of strongest disagreement was in the area of academic credit for ROTC courses.

Results of Testing Hypothesis 5 (H_5)

Hypothesis five--There is no significant difference between the attitudes of the parents who participated in the study and the attitudes of the faculty who participated in the study in regard to the ROTC programs on the University of Oklahoma campus.

Again, the choices of these two groups on the first 50 items of the questionnaire were used for the analysis. The results of this analysis are given in Table 5.

Table 5

NONSIGNIFICANT ITEMS BETWEEN COMBINED PARENT
AND FACULTY GROUPS (N = 5)

Item Number	Motif
1	The purpose of the armed forces in America.
3	Purpose of civilian education for military officers.
12	The Federal Government should support ROTC programs.
23	The desirability of using O. U. to teach World Military History.
37	O. U. students attitude toward ROTC students.
Net Result: Agreement 5 of 50 items Disagreement. . 45 of 50 items Conclusion. . . <u>Significantly different</u> <u>attitudes.</u>	

Little agreement was found among the attitudes of parents and faculty. On only five of the 50 statements on the questionnaire was there agreement.

The purposes of the ROTC programs and the armed forces and the desirability of governmental support were areas of strongest agreement.

Some of the areas of strongest disagreement were the granting of academic credit, (the parents agreed 80.5 per cent of the time and the faculty were agreeable to this premise only 39.1 per cent of the time) academic quality of ROTC courses, (55 per cent to 20 per cent) and how much authority the ROTC administration should have in determining its curriculum.

Tables 6 through 55 present the results of the data taken from the first 50 items of the questionnaires. These tables show the number and percentage of choices (1-5) made by a particular group on the item appearing as the table heading. Accompanying each table, the results of the five χ^2 tests appear in order of comparison.

Concerning the 20 additional items on the faculty questionnaires, and the personal data on all questionnaires, the five college samples were separated and analyzed with a χ^2 statistic in a 5 x 5 contingency table with 16 degrees of freedom. (DF) The results of these tests appear in tables 56 through 75 with the resultant χ^2 immediately following. The personal data collected on all questionnaires is presented in tables 76 through 88. Each table is accompanied with an explanation of its contents.

In testing hypotheses one through five concerning the attitudes of the different groups, the amount of item agreement-disagreement was calculated from the responses of the two groups on the item being analyzed. A frequency count was made of the number of items the two groups being compared agreed or disagreed on. The results of this frequency count gave two figures--the number of items that the two groups agreed on and the number of items that the two groups disagreed on. Tables one through five give the number and motif of the items on which there was agreement. All items not listed in the table of a particular hypothesis were answered in a significantly different way.

Table 6 indicates the amount of agreement which occurred between the choices of the five different groups on statement number 1.

Table 6

(1) IN OUR NATION THE ARMED FORCES SHOULD BE THE SERVANT OF THE PEOPLE, DESIGNED AND TRAINED EXCLUSIVELY TO PROTECT OUR BASIC HUMAN FREEDOMS.

Scale:	Strongly Agree		Agree		Neutral or No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Sample Groups										
Non-ROTC Students	70	46.4	71	45.0	3	2.0	6	4.0	1	0.7
ROTC Students	79	63.7	39	31.5	5	4.0	0	0.0	1	0.8
Non-ROTC Students' Parents	56	72.7	18	23.4	1	1.3	2	2.6	0	0.0
ROTC Students' Parents	69	76.7	14	15.6	2	2.2	4	4.4	1	1.1
Faculty	240	72.5	70	21.2	7	2.1	9	2.7	5	1.5

$$DF = 4 \quad X^2_1 = 13.835; P < .01$$

$$DF = 4 \quad X^2_2 = 2.004; \quad n.s.$$

$$DF = 4 \quad X^2_3 = 22.507; P < .001$$

$$DF = 4 \quad X^2_4 = 27.186; P < .001$$

$$DF = 4 \quad X^2_5 = 1.400 \quad n.s.$$

Significant differences in choices occurred between comparisons 1, 3, and 4. However, no significant differences were found between comparisons 2 and 5.

Table 7 indicates the amount of agreement which occurred between the choices of the five different groups on statement number 2.

Table 7

(2) A WELL PREPARED MILITARY FORCE IS AN IMPORTANT FACTOR THAT PREVENTS THE UNITED STATES FROM BEING ATTACKED BY OTHER COUNTRIES.

Scale:	Strongly Agree		Agree		Neutral or No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Sample Groups										
Non-ROTC Students	57	37.8	69	45.7	11	7.3	10	6.6	4	2.7
ROTC Students	86	69.4	35	28.2	0	0.0	3	2.4	0	0.0
Non-ROTC Students' Parents	60	77.9	15	19.5	0	0.0	2	2.6	0	0.0
ROTC Students' Parents	77	85.6	13	14.4	0	0.0	0	0.0	0	0.0
Faculty	174	52.6	110	33.2	21	6.3	18	5.4	8	2.4

$$DF = 4 \quad X^2_1 = 33.437; P < .001$$

$$DF = 4 \quad X^2_2 = 4.526; \quad n.s.$$

$$DF = 4 \quad X^2_3 = 43.139; P < .001$$

$$DF = 4 \quad X^2_4 = 3.317; P \quad n.s.$$

$$DF = 4 \quad X^2_5 = 45.895; P < .001$$

Significant differences in choices occurred between comparisons 1, 3, and 5. However, no significant differences were found between comparisons 2 and 4

Table 8 indicates the amount of agreement which occurred between the choices of the five different groups on statement number 3.

Table 8

(3) HAVING OFFICERS IN OUR MILITARY SERVICES WHO HAVE HAD THEIR PRINCIPAL EDUCATION IN A CIVILIAN EDUCATIONAL INSTITUTION LESSENS THE POSSIBLE PERIL OF A PROFESSIONAL MILITARY CLIQUE OR INTERNAL PLOT BY THE MILITARY PROFESSIONAL TO OVERTHROW OUR GOVERNMENT.

Scale:	Strongly Agree		Agree		Neutral or No Opinion		Disagree		Strongly Disagree	
Sample Groups	N	%	N	%	N	%	N	%	N	%
Non-ROTC Students	22	14.6	49	32.4	41	27.1	32	21.2	7	4.6
ROTC Students	41	33.1	47	37.9	26	20.9	7	5.6	3	2.4
Non-ROTC Students' Parents	32	41.6	31	40.3	8	10.4	5	6.5	1	1.3
ROTC Students' Parents	41	45.6	38	42.2	6	6.7	4	4.4	1	1.1
Faculty	129	39.0	134	40.5	38	11.5	20	6.0	10	3.0

$$DF = 4 \quad X^2_1 = 24.339; P < .001$$

$$DF = 4 \quad X^2_2 = 3.524; \quad n.s.$$

$$DF = 4 \quad X^2_3 = 39.909; P < .001$$

$$DF = 4 \quad X^2_4 = 38.245; P < .001$$

$$DF = 4 \quad X^2_5 = 3.266; \quad n.s.$$

Significant differences in choices occurred between comparisons 1, 3, and 4. However, no significant differences were found between comparisons 2 and 5.

Table 9 indicates the amount of agreement which occurred between the choices of the five different groups on statement number 4.

Table 9

(4) THE CONTROL OF THE MILITARY BY THE CIVILIAN SEGMENTS OF OUR SOCIETY IS DESIRABLE.

Scale:	Strongly Agree		Agree		Neutral or No Opinion		Disagree		Strongly Disagree	
Sample Groups	N	%	N	%	N	%	N	%	N	%
Non-ROTC Students	45	29.8	58	38.4	27	17.9	18	11.9	3	2.0
ROTC Students	52	41.9	48	38.7	12	9.7	10	8.1	2	1.6
Non-ROTC Students' Parents	38	49.4	24	31.2	6	7.8	6	7.8	3	3.9
ROTC Students' Parents	42	46.7	32	35.6	6	6.7	4	4.4	6	6.7
Faculty	231	69.8	72	21.8	12	3.6	9	2.7	7	2.1

$$DF = 4 \quad X^2_1 = 7.121; \quad n.s.$$

$$DF = 4 \quad X^2_2 = 1.119; \quad n.s.$$

$$DF = 4 \quad X^2_3 = 15.568; \quad P < .01$$

$$DF = 4 \quad X^2_4 = 81.140; \quad P < .0001$$

$$DF = 4 \quad X^2_5 = 24.238; \quad P < .001$$

Significant differences in choices occurred between comparisons 3, 4, and 5. However, no significant differences were found between comparisons 1 and 2.

Table 10 indicates the amount of agreement which occurred between the choices of the five different groups on statement number 5.

Table 10

(5) ROTC UNITS ON THE CAMPUSES OF OUR COLLEGES AND UNIVERSITIES ARE OF GREAT IMPORTANCE TO THE NATIONAL DEFENSE OF OUR COUNTRY.

Scale:	Strongly Agree		Agree		Neutral or No Opinion		Disagree		Strongly Disagree	
Sample Groups	N	%	N	%	N	%	N	%	N	%
Non-ROTC Students	18	11.9	40	26.5	39	25.8	40	26.5	14	9.3
ROTC Students	44	35.5	59	47.6	15	12.1	5	4.0	1	0.8
Non-ROTC Students' Parents	42	54.6	25	32.5	5	6.5	1	1.1	0	0.0
ROTC Students' Parents	68	75.6	19	21.1	2	2.2	1	1.1	0	0.0
Faculty	99	29.9	95	28.7	58	17.5	51	15.4	28	8.5

$$DF = 4 \quad X^2_1 = 61.648; P < .0001$$

$$DF = 4 \quad X^2_2 = 15.630; P < .01$$

$$DF = 4 \quad X^2_3 = 94.860; P < .0001$$

$$DF = 4 \quad X^2_4 = 7.926 \quad n.s.$$

$$DF = 4 \quad X^2_5 = 77.196; P < .0001$$

Significant differences in choices occurred between comparisons 1, 2, 3, and 5. However, no significant difference was found between comparison 4.

Table 11 indicates the amount of agreement which occurred between the choices of the five different groups on statement number 6.

Table 11

(6) THE EFFECTIVENESS OF THIS NATIONS MILITARY FORCE
DEPENDS ON THE EFFICIENCY OF THE OFFICER CORPS

Scale: Sample Groups	Strongly Agree		Agree		Neutral or No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Non-ROTC Students	37	24.5	78	51.7	27	17.9	8	5.3	1	0.7
ROTC Students	83	66.9	38	30.7	3	2.4	0	0.0	0	0.0
Non-ROTC Students' Parents	40	51.9	31	40.3	4	5.2	0	0.0	2	2.6
ROTC Students' Parents	65	72.2	23	25.6	0	0.0	1	1.1	1	1.1
Faculty	130	39.3	143	43.2	32	9.7	19	5.7	7	2.1

$$DF = 4 \quad X^2_1 = 57.530; P < .0001$$

$$DF = 4 \quad X^2_2 = 17.893; P < .01$$

$$DF = 4 \quad X^2_3 = 25.044; P < .001$$

$$DF = 4 \quad X^2_4 = 7.146 \quad n.s.$$

$$DF = 4 \quad X^2_5 = 31.896; P < .001$$

Significant differences in choices occurred between comparisons 1, 2, 3, and 5. However, no significant difference was found between comparison 4.

Table 12 indicates the amount of agreement which occurred between the choices of the five different groups on statement number 7.

Table 12

(7) ROTC IS THE MOST DESIRABLE METHOD AVAILABLE FOR TRAINING OFFICERS FOR OUR MILITARY SERVICES.

Scale:	Strongly Agree		Agree		Neutral or No Opinion		Disagree		Strongly Disagree	
Sample Groups	N	%	N	%	N	%	N	%	N	%
Non-ROTC Students	10	6.6	34	22.5	46	30.5	48	31.8	13	8.6
ROTC Students	26	21.0	52	42.0	31	25.0	12	9.7	3	2.4
Non-ROTC Students' Parents	14	18.2	26	33.8	24	31.2	12	15.6	1	1.3
ROTC Students' Parents	29	32.2	43	47.8	12	13.3	6	6.7	0	0.0
Faculty	33	10.0	103	31.1	110	33.2	55	16.6	30	9.1

$$DF = 4 \quad X^2_1 = 39.379; P < .001$$

$$DF = 4 \quad X^2_2 = 18.484; P < .001$$

$$DF = 4 \quad X^2_3 = 28.525; P < .001$$

$$DF = 4 \quad X^2_4 = 6.844; \quad n.s.$$

$$DF = 4 \quad X^2_5 = 41.969; P < .001$$

Significant differences in choices occurred between comparisons 1, 2, 3, and 5. However, no significant difference was found between comparison 4.

Table 13 indicates the amount of agreement which occurred between the choices of the five different groups on statement number 8.

Table 13

(8) THE OPPORTUNITY FOR COLLEGES TO PARTICIPATE IN THE EDUCATION OF THE NATION'S YOUNG OFFICERS THROUGH ROTC IS A MEANINGFUL CONTRIBUTION TO THE AMERICAN CONCEPT OF CIVILIAN CONTROL OF THE MILITARY.

Scale:	Strongly Agree		Agree		Neutral or No Opinion		Disagree		Strongly Disagree	
Sample Groups	N	%	N	%	N	%	N	%	N	%
Non-ROTC Students	10	6.6	48	31.8	40	26.5	45	29.8	8	5.3
ROTC Students	43	34.7	57	46.0	15	12.1	9	7.3	0	0.0
Non-ROTC Students' Parents	28	36.4	39	50.7	8	10.4	2	2.6	0	0.0
ROTC Students' Parents	53	58.9	28	31.1	6	6.7	2	2.2	1	1.1
Faculty	90	27.2	138	41.7	41	12.4	37	11.2	25	7.6

$$DF = 4 \quad X^2_1 = 62.635; P < .0001$$

$$DF = 4 \quad X^2_2 = 22.038; P < .001$$

$$DF = 4 \quad X^2_3 = 64.625; P < .0001$$

$$DF = 4 \quad X^2_4 = 23.051; P < .001$$

$$DF = 4 \quad X^2_5 = 37.042; P < .001$$

Significant differences in choices occurred between all comparisons.

Table 14 indicates the amount of agreement which occurred between the choices of the five different groups on statement number 9.

Table 14

(9) THE FACT THAT WE ELECTED PRESIDENT EISENHOWER WHO WAS A MILITARY ACADEMY (WEST POINT) GRADUATE ADDS STRENGTH TO THE IDEA THAT OUR MILITARY REFLECTS THE SAME MAJOR VALUES AS OUR CIVILIAN SOCIETY.

Scale:	Strongly Agree		Agree		Neutral or No Opinion		Disagree		Strongly Disagree	
Sample Groups	N	%	N	%	N	%	N	%	N	%
Non-ROTC Students	5	3.3	27	17.9	28	18.5	59	39.1	32	21.2
ROTC Students	11	8.9	38	30.7	50	40.2	18	14.5	7	5.7
Non-ROTC Students' Parents	15	19.5	26	33.8	15	19.5	13	16.9	8	10.4
ROTC Students' Parents	30	33.3	39	43.3	10	11.1	11	12.2	0	0.0
Faculty	22	6.7	61	18.4	79	23.9	100	30.2	69	20.9

$$DF = 4 \quad X^2_1 = 45.965; P < .001$$

$$DF = 4 \quad X^2_2 = 7.018; \quad n.s.$$

$$DF = 4 \quad X^2_3 = 66.923; P < .0001$$

$$DF = 4 \quad X^2_4 = 7.290; \quad n.s.$$

$$DF = 4 \quad X^2_5 = 86.319; P < .0001$$

Significant differences in choices occurred between comparisons 1, 3, and 5. However, no significant differences were found between comparisons 2, and 4.

Table 15 indicates the amount of agreement which occurred between the choices of the five different groups on statement number 10.

Table 15

(10) IF THE ROTC WERE WITHDRAWN FROM THE CAMPUS, THERE WOULD BE ADDED DANGER TO OUR FREEDOMS BECAUSE OF THE LOSS OF REPRESENTATIVE CIVILIAN ORIENTED OFFICERS.

Scale:	Strongly Agree		Agree		Neutral Or No Opinion		Disagree		Strongly Disagree	
Sample Groups	N	%	N	%	N	%	N	%	N	%
Non-ROTC Students	7	4.6	36	23.8	29	19.2	57	37.8	22	14.6
ROTC Students	24	19.4	44	35.5	25	20.2	22	17.7	9	7.3
Non-ROTC Students' Parents	29	37.7	31	40.3	8	10.4	7	9.1	2	2.6
ROTC Students' Parents	45	50.0	40	44.4	2	2.2	2	2.2	1	1.1
Faculty	48	14.5	111	33.5	73	22.1	58	17.5	41	12.4

$$DF = 4 \quad X^2_1 = 29.005; P < .001$$

$$DF = 4 \quad X^2_2 = 15.771; P < .001$$

$$DF = 4 \quad X^2_3 = 107.144; P < .0001$$

$$DF = 4 \quad X^2_4 = 11.059; P < .01$$

$$DF = 4 \quad X^2_5 = 86.139; P < .0001$$

Significant differences in choices occurred between all comparisons.

Table 16 indicates the amount of agreement which occurred between the choices of the five different groups on statement number 11.

Table 16

(11) THE HOST INSTITUTION SHOULD ACTIVELY SUPPORT RECRUITING EFFORTS OF ROTC UNITS.

Scale:	Strongly Agree		Agree		Neutral Or No Opinion		Disagree		Strongly Disagree	
Sample Groups	N	%	N	%	N	%	N	%	N	%
Non-ROTC Students	8	5.3	23	15.2	46	30.5	43	28.5	31	20.5
ROTC Students	25	20.2	33	26.6	41	33.1	21	16.9	4	3.2
Non-ROTC Students' Parents	30	39.0	23	29.9	10	13.0	10	13.0	4	5.2
ROTC Students' Parents	44	49.0	30	33.3	11	12.2	5	5.6	0	0.0
Faculty	53	16.0	71	21.5	61	18.4	82	24.8	64	19.3

$$DF = 4 \quad X^2_1 = 36.926; P < .001$$

$$DF = 4 \quad X^2_2 = 8.399; \quad n.s.$$

$$DF = 4 \quad X^2_3 = 90.152; P < .0001$$

$$DF = 4 \quad X^2_4 = 16.671; P < .001$$

$$DF = 4 \quad X^2_5 = 79.422; P < .0001$$

Significant differences in choices occurred between comparisons 1, 3, 4, and 5. However, no significant difference was found between comparison 2.

Table 17 indicates the amount of agreement which occurred between the choices of the five different groups on statement number 12.

Table 17

(12) THE FEDERAL GOVERNMENT SHOULD PAY THE UNIVERSITY FOR THE INSTITUTIONAL COSTS OF THE ROTC PROGRAMS.

Scale:	Strongly Agree		Agree		Neutral Or No Opinion		Disagree		Strongly Disagree	
Sample Groups	N	%	N	%	N	%	N	%	N	%
Non-ROTC Students	37	24.5	66	43.7	31	20.5	13	8.6	4	2.7
ROTC Students	32	25.8	55	44.4	29	23.4	7	5.7	1	0.8
Non-ROTC Students' Parents	27	35.1	37	48.1	9	11.7	1	1.3	3	3.9
ROTC Students' Parents	45	50.0	33	36.7	5	5.6	5	5.6	2	2.2
Faculty	136	41.1	129	39.0	36	10.9	12	3.6	18	5.4

$$DF = 4 \quad X^2_1 = 2.401; \quad n.s.$$

$$DF = 4 \quad X^2_2 = 8.562; \quad n.s.$$

$$DF = 4 \quad X^2_3 = 24.912; \quad P < .001$$

$$DF = 4 \quad X^2_4 = 32.604; \quad P < .001$$

$$DF = 4 \quad X^2_5 = 2.472; \quad n.s.$$

Significant differences in choices occurred between comparisons 3, and 4. However, no significant differences were found between comparisons 1, 2, and 5.

Table 18 indicates the amount of agreement which occurred between the choices of the five different groups on statement number 13.

Table 18

(13) PARTICIPATION IN THE ROTC PROGRAMS SHOULD BE COMPLETELY VOLUNTARY.

Scale:	Strongly Agree		Agree		Neutral Or No Opinion		Disagree		Strongly Disagree	
Sample Groups	N	%	N	%	N	%	N	%	N	%
Non-ROTC Students	131	86.8	16	10.6	1	0.7	1	0.7	2	1.3
ROTC Students	109	87.9	14	11.3	1	0.8	0	0.0	0	0.0
Non-ROTC Students' Parents	52	67.5	19	24.7	0	0.0	3	3.9	3	3.9
ROTC Students' Parents	60	66.7	20	22.2	1	1.1	6	6.7	3	3.3
Faculty	251	75.8	58	17.5	8	2.4	12	3.6	2	0.6

$$DF = 4 \quad X^2_1 = 2.523; \quad n.s.$$

$$DF = 4 \quad X^2_2 = 4.413; \quad n.s.$$

$$DF = 4 \quad X^2_3 = 31.972; \quad P < .001$$

$$DF = 4 \quad X^2_4 = 17.033; \quad P < .01$$

$$DF = 4 \quad X^2_5 = 12.127; \quad P < .05$$

Significant differences in choices occurred between comparisons 3, 4, and 5. However, no significant differences were found between comparisons 1, and 2.

Table 19 indicates the amount of agreement which occurred between the choices of the five different groups on statement number 14.

Table 19

(14) MILITARY CLASSROOM TEACHING SHOULD NOT BE PERFORMED BY NON-COMMISSIONED OFFICERS.

Scale:	Strongly Agree		Agree		Neutral Or No Opinion		Disagree		Strongly Disagree	
Sample Groups	N	%	N	%	N	%	N	%	N	%
Non-ROTC Students	21	13.9	32	21.2	57	37.8	24	15.9	17	11.3
ROTC Students	30	24.2	30	24.2	26	21.0	31	25.0	7	5.7
Non-ROTC Students' Parents	18	23.4	20	26.0	11	14.3	19	24.7	9	11.7
ROTC Students' Parents	25	27.8	20	22.2	9	10.0	24	26.7	12	13.3
Faculty	36	10.9	51	15.4	134	40.5	85	25.7	25	7.6

$$DF = 4 \quad X^2_1 = 15.789; P < .0001$$

$$DF = 4 \quad X^2_2 = 1.692; \quad n.s.$$

$$DF = 4 \quad X^2_3 = 20.461; P < .001$$

$$DF = 4 \quad X^2_4 = 17.062; P < .001$$

$$DF = 4 \quad X^2_5 = 52.112; P < .0001$$

Significant differences in choices occurred between comparisons 1, 3, 4, and 5. However, no significant difference was found between comparison 2.

Table 20 indicates the amount of agreement which occurred between the choices of the five different groups on statement number 15.

Table 20

(15) ROTC SHOULD BE GIVEN THE STATUS OF AN ACADEMIC PROGRAM ORGANIZED IN THE ACADEMIC STRUCTURE OF THE UNIVERSITY.

Scale:	Strongly Agree		Agree		Neutral Or No Opinion		Disagree		Strongly Disagree	
Sample Groups	N	%	N	%	N	%	N	%	N	%
Non-ROTC Students	10	6.6	50	33.1	28	18.5	42	27.8	21	13.9
ROTC Students	49	39.5	53	42.7	11	8.9	11	8.9	0	0.0
Non-ROTC Students' Parents	18	23.4	37	48.1	9	11.7	8	10.4	5	6.5
ROTC Students' Parents	41	45.6	39	43.3	8	8.9	1	1.1	1	1.1
Faculty	38	11.5	83	25.1	59	17.8	75	22.7	76	23.0

$$DF = 4 \quad X^2_1 = 70.437; P < .0001$$

$$DF = 4 \quad X^2_2 = 27.851; P < .001$$

$$DF = 4 \quad X^2_3 = 27.529; P < .001$$

$$DF = 4 \quad X^2_4 = 40.919; P < .001$$

$$DF = 4 \quad X^2_5 = 96.091; P < .0001$$

Significant differences in choices occurred between all comparisons.

Table 21 indicates the amount of agreement which occurred between the choices of the five different groups on statement number 16.

Table 21

(16) THE ACADEMIC QUALITY OF THE ROTC COURSE COMPARES FAVORABLY WITH OTHER COURSES IN MOST DEPARTMENTS ON THE SAME CLASS LEVEL AT THE UNIVERSITY OF OKLAHOMA.

Scale:	Strongly Agree		Agree		Neutral Or No Opinion		Disagree		Strongly Disagree	
Sample Groups	N	%	N	%	N	%	N	%	N	%
Non-ROTC Students	5	3.3	29	19.2	66	43.7	34	22.5	17	11.3
ROTC Students	36	29.0	61	49.2	11	8.9	12	9.7	4	3.2
Non-ROTC Students' Parents	10	13.0	22	28.6	39	50.7	2	2.6	4	5.2
ROTC Students' Parents	32	35.6	30	33.3	28	31.1	0	0.0	0	0.0
Faculty	24	7.3	45	13.6	132	39.9	75	22.7	55	16.6

$$DF = 4 \quad X^2_1 = 90.897; P < .001$$

$$DF = 4 \quad X^2_2 = 30.387; P < .001$$

$$DF = 4 \quad X^2_3 = 38.689; P < .001$$

$$DF = 4 \quad X^2_4 = 51.344; P < .0001$$

$$DF = 4 \quad X^2_5 = 96.382; P < .0001$$

Significant differences in choices occurred between all comparisons.

Table 22 indicates the amount of agreement which occurred between the choices of the five different groups on statement number 17.

Table 22

(17) THE ROTC PROGRAMS TEACH A DEGREE OF SELF-DISCIPLINE THAT THE NON-ROTC STUDENT DOES NOT NORMALLY ACQUIRE DURING HIS COLLEGE EXPERIENCE.

Scale:	Strongly Agree		Agree		Neutral Or No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Sample Groups										
Non-ROTC Students	9	6.0	39	25.8	38	25.2	37	24.5	28	18.5
ROTC Students	37	29.8	46	37.1	20	16.1	16	12.9	5	4.0
Non-ROTC Students' Parents	32	41.6	25	32.5	10	13.0	8	10.4	2	2.6
ROTC Students' Parents	62	68.9	27	30.0	0	0.0	1	1.1	0	0.0
Faculty	56	16.9	100	30.2	69	20.9	56	16.9	50	15.1

$$DF = 4 \quad X^2_1 = 45.343; P < .001$$

$$DF = 4 \quad X^2_2 = 34.822; P < .001$$

$$DF = 4 \quad X^2_3 = 96.333; P < .0001$$

$$DF = 4 \quad X^2_4 = 1.552; \quad n.s.$$

$$DF = 4 \quad X^2_5 = 104.460; P < .0001$$

Significant differences in choices occurred between comparisons 1, 2, 3, and 5. However, no significant difference was found between comparison 4.

Table 23 indicates the amount of agreement which occurred between the choices of the five different groups on statement number 18.

Table 23

(18) THE ROTC PROGRAMS DEVELOP LEADERSHIP ABILITY IN A STUDENT THAT THE NON-ROTC STUDENT DOES NOT NORMALLY DEVELOP DURING HIS COLLEGE EXPERIENCE.

Scale: Sample Groups	Strongly Agree		Agree		Neutral or No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Non-ROTC Students	8	5.3	30	19.9	36	23.8	43	29.8	32	21.2
ROTC Students	31	25.0	50	40.3	27	21.8	14	11.3	2	1.6
Non-ROTC Students' Parents	23	29.9	28	36.4	17	22.1	7	9.1	2	2.6
ROTC Students' Parents	55	61.6	29	32.2	1	1.1	5	5.6	0	0.0
Faculty	41	12.4	80	24.2	88	26.6	72	21.8	50	15.1

$$DF = 4 \quad X^2_1 = 60.541; P < .0001$$

$$DF = 4 \quad X^2_2 = 35.415; P < .001$$

$$DF = 4 \quad X^2_3 = 79.793; P < .0001$$

$$DF = 4 \quad X^2_4 = 3.380; \quad n.s.$$

$$DF = 4 \quad X^2_5 = 106.274; P < .0001$$

Significant differences in choices occurred between comparisons 1, 2, 3, and 5. However, no significant difference was found between comparison 4.

Table 24 indicates the amount of agreement which occurred between the choices of the five different groups on statement number 19.

Table 24

(19) THE ROTC PROGRAMS DEVELOP THE ABILITY TO "GET ALONG WITH PEOPLE" TO A GREATER DEGREE THAN THAT NORMALLY ACQUIRED BY THE NON-ROTC STUDENT DURING HIS COLLEGE EXPERIENCE.

Scale: Sample Groups	Strongly Agree		Agree		Neutral or No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Non-ROTC Students	3	2.0	9	6.0	37	24.5	58	38.4	44	29.1
ROTC Students	10	8.1	26	21.0	52	41.9	28	22.6	8	6.5
Non-ROTC Students' Parents	19	24.7	24	31.2	15	19.5	16	20.8	3	3.9
ROTC Students' Parents	35	38.9	34	37.8	15	16.7	5	5.6	1	1.1
Faculty	24	7.3	50	15.1	108	32.6	84	25.4	65	19.6

$$DF = 4 \quad X^2_1 = 47.752; P < .001$$

$$DF = 4 \quad X^2_2 = 13.456; P < .01$$

$$DF = 4 \quad X^2_3 = 121.525; P < .0001$$

$$DF = 4 \quad X^2_4 = 4.077; \quad n.s.$$

$$DF = 4 \quad X^2_5 = 105.364; P < .0001$$

Significant differences in choices occurred between comparisons 1, 2, 3, and 5. However, no significant difference was found between comparison 4.

Table 25 indicates the amount of agreement which occurred between the choices of the five different groups on statement number 20.

Table 25

(20) ROTC OFFERS AS MUCH OPPORTUNITY AS OTHER PROFESSIONS (MEDICINE, LAW, TEACHING, ETC.) FOR A CAREER OF SERVICE AND PERSONAL FULFILLMENT.

Scale: Sample Groups	Strongly Agree		Agree		Neutral or No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Non-ROTC Students	14	9.3	56	37.1	37	24.5	33	21.9	11	7.3
ROTC Students	40	32.3	57	46.0	14	11.3	10	8.1	3	2.4
Non-ROTC Students' Parents	11	14.3	40	52.0	14	18.2	11	14.3	1	1.3
ROTC Students' Parents	43	47.8	33	36.7	10	11.1	3	3.3	1	1.1
Faculty	50	15.1	124	37.5	72	21.8	47	14.2	38	11.5

$$DF = 4 \quad X^2_1 = 37.484; P < .001$$

$$DF = 4 \quad X^2_2 = 31.44; P < .001$$

$$DF = 4 \quad X^2_3 = 16.683; P < .001$$

$$DF = 4 \quad X^2_4 = 10.418; P < .01$$

$$DF = 4 \quad X^2_5 = 37.688; P < .001$$

Significant differences in choices occurred between all comparisons.

Table 26 indicates the amount of agreement which occurred between the choices of the five different groups on statement number 21.

Table 26

(21) ACADEMIC CREDIT FOR REQUIRED ROTC ACADEMIC COURSES SHOULD BE GRANTED ON THE SAME "IN CLASSROOM TIME" BASIS AS COURSES IN OTHER DEPARTMENTS.

Scale: Sample Groups	Strongly Agree		Agree		Neutral or No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Non-ROTC Students	20	13.3	58	38.4	33	21.9	29	19.2	11	7.3
ROTC Students	57	46.0	51	41.1	8	6.5	6	4.8	2	1.6
Non-ROTC Students' Parents	24	31.2	37	48.1	7	9.1	6	7.8	3	3.9
ROTC Students' Parents	51	56.7	33	36.7	4	4.4	2	2.2	0	0.0
Faculty	46	13.9	93	28.1	43	13.0	79	23.9	70	21.2

$$DF = 4 \quad X^2_1 = 52.674; P < .0001$$

$$DF = 4 \quad X^2_2 = 19.850; P < .001$$

$$DF = 4 \quad X^2_3 = 24.083; P < .001$$

$$DF = 4 \quad X^2_4 = 60.597; P < .0001$$

$$DF = 4 \quad X^2_5 = 106.092; P < .0001$$

Significant differences in choices occurred between all comparisons.

Table 27 indicates the amount of agreement which occurred between the choices of the five different groups on statement number 22.

Table 27

(22) ACADEMIC CREDIT SHOULD BE GIVEN FOR "DRILL" WHICH IS DEFINED BY THE ROTC CURRICULUM AS A LABORATORY FOR THE PRACTICAL APPLICATION OF LEADERSHIP TRAINING.

Scale:	Strongly Agree		Agree		Neutral or No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Sample Groups										
Non-ROTC Students	14	9.3	36	23.8	28	18.5	52	34.4	21	13.9
ROTC Students	35	28.2	32	25.8	25	20.2	25	20.2	7	5.7
Non-ROTC Students' Parents	16	20.8	30	39.0	15	19.5	12	15.6	4	5.2
ROTC Students' Parents	33	36.7	39	43.3	15	16.7	3	3.3	0	0.0
Faculty	25	7.6	49	14.8	49	14.8	87	26.3	121	36.6

$$DF = 4 \quad X^2_1 = 23.447; P < .001$$

$$DF = 4 \quad X^2_2 = 15.147; P < .001$$

$$DF = 4 \quad X^2_3 = 42.299; P < .001$$

$$DF = 4 \quad X^2_4 = 65.063; P < .0001$$

$$DF = 4 \quad X^2_5 = 136.919; P < .0001$$

Significant differences in choices occurred between all comparisons.

Table 28 indicates the amount of agreement which occurred between the choices of the five different groups on statement number 23.

Table 28

(23) IT WOULD BE DESIRABLE FOR THE UNIVERSITY OF OKLAHOMA TO UTILIZE THE ACADEMIC DEPARTMENTS OF HISTORY AND POLITICAL SCIENCE TO TEACH WORLD MILITARY HISTORY, WORLD POLITICS AND INTERNATIONAL STRATEGY.

Scale:	Strongly Agree		Agree		Neutral or No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Sample Groups										
Non-ROTC Students	28	18.5	66	43.7	24	15.9	22	14.6	11	7.3
ROTC Students	40	32.3	44	35.5	18	14.5	16	12.9	6	4.8
Non-ROTC Students' Parents	20	26.0	33	42.9	16	20.8	7	9.1	1	1.3
ROTC Students' Parents	28	31.1	28	31.1	22	24.4	10	11.1	2	2.2
Faculty	79	23.9	146	44.1	58	17.5	30	9.1	18	5.4

$$DF = 4 \quad X^2_1 = 7.211; \quad n.s.$$

$$DF = 4 \quad X^2_2 = 2.885; \quad n.s.$$

$$DF = 4 \quad X^2_3 = 9.697; \quad P < .01$$

$$DF = 4 \quad X^2_4 = 4.276; \quad n.s.$$

$$DF = 4 \quad X^2_5 = 7.783; \quad n.s.$$

Significant difference in choice occurred between comparison 3. However, no significant differences were found between comparisons 1, 2, 4, and 5.

Table 29 indicates the amount of agreement which occurred between the choices of the five different groups on statement number 24.

Table 29

(24) IT IS ACCEPTABLE FOR ADEQUATELY QUALIFIED ACTIVE MILITARY PERSONNEL TO TEACH COURSES CONCERNED WITH POLITICAL AND POLICY CONTENT SUCH AS HISTORY AND NATIONAL SECURITY WITHIN THE ROTC CURRICULUM.

Scale:	Strongly Agree		Agree		Neutral Or No Opinion		Disagree		Strongly Disagree	
Sample Groups	N	%	N	%	N	%	N	%	N	%
Non-ROTC Students	11	7.3	82	54.3	35	23.2	13	8.6	10	6.6
ROTC Students	37	29.8	75	60.5	7	5.7	3	2.4	2	1.6
Non-ROTC Students' Parents	12	15.6	47	61.0	7	9.1	8	10.4	3	3.9
ROTC Students' Parents	41	45.6	41	45.6	6	6.7	2	2.2	0	0.0
Faculty	35	10.6	151	45.6	56	16.9	45	13.6	44	13.3

$$DF = 4 \quad X^2_1 = 42.403; P < .001$$

$$DF = 4 \quad X^2_2 = 26.767; P < .001$$

$$DF = 4 \quad X^2_3 = 16.342; P < .001$$

$$DF = 4 \quad X^2_4 = 31.318; P < .001$$

$$DF = 4 \quad X^2_5 = 57.334; P < .0001$$

Significant differences in choices occurred between all comparisons.

Table 30 indicates the amount of agreement which occurred between the choices of the five different groups on statement number 25.

Table 30

(25) THERE SHOULD BE A COOPERATIVE EFFORT BETWEEN THE MILITARY SERVICES AND EACH INDIVIDUAL UNIVERSITY IN DEVELOPING THE ROTC CURRICULUM.

Scale:	Strongly Agree		Agree		Neutral Or No Opinion		Disagree		Strongly Disagree	
Sample Groups	N	%	N	%	N	%	N	%	N	%
Non-ROTC Students	23	15.2	70	46.4	29	19.2	20	13.3	9	6.0
ROTC Students	45	36.3	65	52.4	10	8.1	4	3.2	0	0.0
Non-ROTC Students' Parents	29	37.7	42	54.6	3	4.0	2	2.6	1	1.3
ROTC Students' Parents	45	50.0	37	41.1	1	1.1	3	3.3	4	4.4
Faculty	95	28.7	154	46.5	37	11.2	22	6.7	23	7.0

$$DF = 4 \quad X^2_1 = 33.901; P < .001$$

$$DF = 4 \quad X^2_2 = 7.792; \quad n.s.$$

$$DF = 4 \quad X^2_3 = 32.540; P < .001$$

$$DF = 4 \quad X^2_4 = 6.869 \quad n.s.$$

$$DF = 4 \quad X^2_5 = 24.204; P < .001$$

Significant differences in choices occurred between comparisons 1, 3, and 5. However, no significant differences were found between comparisons 2 and 4.

Table 31 indicates the amount of agreement which occurred between the choices of the five different groups on statement number 26.

Table 31

(26) THE UNIVERSITY SHOULD PROVIDE AN "ROTC COORDINATION COMMITTEE" TO ENHANCE THE ACADEMIC STANDING AND THE WORKING RELATIONSHIPS OF THE ROTC DEPARTMENTS WITH OTHER DEPARTMENTS OF THE UNIVERSITY.

Scale:	Strongly Agree		Agree		Neutral Or No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Non-ROTC Students	10	6.6	48	31.8	62	41.1	25	16.6	6	4.0
ROTC Students	25	20.2	53	42.7	35	28.2	11	8.9	0	0.0
Non-ROTC Students' Parents	15	19.5	39	50.7	20	26.0	1	1.3	2	2.6
ROTC Students' Parents	32	35.6	41	45.6	13	14.4	3	3.3	1	1.1
Faculty	70	21.2	129	39.0	80	24.2	29	8.8	23	7.0

$$DF = 4 \quad X^2_1 = 23.208; P < .001$$

$$DF = 4 \quad X^2_2 = 11.122; P < .01$$

$$DF = 4 \quad X^2_3 = 38.191; P < .001$$

$$DF = 4 \quad X^2_4 = 22.444; P < .001$$

$$DF = 4 \quad X^2_5 = 17.804; P < .001$$

Significant differences in choices occurred between all comparisons.

Table 32 indicates the amount of agreement which occurred between the choices of the five different groups on statement number 27.

Table 32

(27) BY OUR CONSTITUTION, INDIVIDUAL OFFICERS ARE CONSTRAINED AGAINST PUBLIC STATEMENTS DETRIMENTAL TO ESTABLISHED NATIONAL POLICY. THESE RESTRICTIONS ON THE ROTC INSTRUCTOR ARE DETRIMENTAL TO HIS ABILITY TO FUNCTION IN A CLIMATE OF ACADEMIC FREEDOM.

Scale: Sample Groups	Strongly Agree		Agree		Neutral Or No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Non-ROTC Students	30	19.9	47	31.1	45	30.0	22	14.5	7	4.6
ROTC Students	11	8.9	23	18.6	42	33.9	38	30.7	10	8.1
Non-ROTC Students' Parents	6	7.8	22	28.6	11	14.3	28	36.4	10	13.0
ROTC Students' Parents	12	13.3	11	12.2	16	17.8	29	32.2	22	24.4
Faculty	72	21.8	95	28.7	67	20.2	65	19.6	32	9.7

$$DF = 4 \quad X^2_1 = 19.469; P < .001$$

$$DF = 4 \quad X^2_2 = 13.717; P < .001$$

$$DF = 4 \quad X^2_3 = 34.155; P < .001$$

$$DF = 4 \quad X^2_4 = 14.631; P < .001$$

$$DF = 4 \quad X^2_5 = 29.128; P < .001$$

Significant differences in choices occurred between all comparisons.

Table 33 indicates the amount of agreement which occurred between the choices of the five different groups on statement number 28.

Table 33

(28) THE MILITARY SCIENCE DEPARTMENT SHOULD HAVE THE SAME RIGHT AS OTHER DEPARTMENTS TO MAKE THEIR OWN RULES CONCERNING CURRICULUM REQUIREMENTS, COURSE CONTENT, AND THE LIKE.

Scale:	Strongly Agree		Agree		Neutral Or No Opinion		Disagree		Strongly Disagree	
Sample Groups	N	%	N	%	N	%	N	%	N	%
Non-ROTC Students	22	14.6	76	50.3	27	17.9	18	11.9	8	5.3
ROTC Students	42	33.9	73	58.9	6	4.8	2	1.6	1	0.9
Non-ROTC Students' Parents	16	20.8	40	52.0	6	7.8	9	11.7	6	7.8
ROTC Students' Parents	36	40.0	42	46.7	7	7.8	4	4.4	1	1.1
Faculty	64	19.3	137	41.4	59	17.8	39	11.8	32	9.7

$$DF = 4 \quad X^2_1 = 35.610; P < .001$$

$$DF = 4 \quad X^2_2 = 9.827; P < .01$$

$$DF = 4 \quad X^2_3 = 5.015; \quad n.s.$$

$$DF = 4 \quad X^2_4 = 21.884; P < .001$$

$$DF = 4 \quad X^2_5 = 21.827; P < .001$$

Significant differences in choices occurred between comparisons 1, 2, 4, and 5. However, no significant difference was found between comparison 3.

Table 34 indicates the amount of agreement which occurred between the choices of the five different groups on statement number 29.

Table 34

(29) THE LOCAL ROTC ADMINISTRATION SHOULD BE GIVEN THE AUTHORITY TO DETERMINE HOW MUCH DRILL SHOULD BE TAUGHT IN THE CURRICULUM AND WHERE AND WHEN IT SHOULD BE HELD.

Scale: Sample Groups	Strongly Agree		Agree		Neutral Or No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Non-ROTC Students	18	11.9	61	40.4	41	27.2	22	14.6	9	6.0
ROTC Students	36	29.0	54	43.6	21	16.9	11	8.9	2	1.6
Non-ROTC Students' Parents	15	19.5	33	42.9	13	16.9	12	15.6	4	5.2
ROTC Students' Parents	28	31.1	35	38.9	17	18.9	7	7.8	3	3.3
Faculty	50	15.1	119	36.0	76	23.0	54	16.3	32	9.7

$$DF = 4 \quad X^2_1 = 18.526; P < .001$$

$$DF = 4 \quad X^2_2 = 7.214; \quad n.s.$$

$$DF = 4 \quad X^2_3 = 2.890 \quad n.s.$$

$$DF = 4 \quad X^2_4 = 11.893; P < .01$$

$$DF = 4 \quad X^2_5 = 14.801; P < .001$$

Significant differences in choices occurred between comparisons 1, 4, and 5. However, no significant differences were found between comparisons 2, and 3.

Table 35 indicates the amount of agreement which occurred between the choices of the five different groups on statement number 30.

Table 35

(30) THE ROTC PROGRAMS SHOULD RELIEVE THE COLLEGE STUDENT OF SOME OF THE DRILL AND INDOCTRINATION ASSOCIATED WITH THE PROGRAM SO THAT HE CAN CONCENTRATE MORE EFFECTIVELY ON THE ACADEMIC ASPECTS OF HIS COLLEGE PROGRAM.

Scale:	Strongly Agree		Agree		Neutral Or No Opinion		Disagree		Strongly Disagree	
Sample Groups	N	%	N	%	N	%	N	%	N	%
Non-ROTC Students	29	19.2	62	41.1	39	25.8	14	9.3	7	4.6
ROTC Students	29	23.4	31	25.0	23	18.6	34	27.4	7	5.7
Non-ROTC Students' Parents	7	9.1	15	19.5	29	37.7	23	29.9	3	3.9
ROTC Students' Parents	6	6.7	6	6.7	20	22.2	42	46.7	16	17.8
Faculty	60	18.1	97	29.3	98	29.6	61	18.4	15	4.5

$$DF = 4 \quad X^2_1 = 20.340; P < .001$$

$$DF = 4 \quad X^2_2 = 11.140; P < .001$$

$$DF = 4 \quad X^2_3 = 55.773; P < .0001$$

$$DF = 4 \quad X^2_4 = 4.667 \quad n.s.$$

$$DF = 4 \quad X^2_5 = 47.257; P < .001$$

Significant differences in choices occurred between comparisons 1, 2, 3, and 5. However, no significant difference was found between comparison 4.

Table 36 indicates the amount of agreement which occurred between the choices of the five different groups on statement number 31.

Table 36

(31) EACH DEGREE GRANTING COLLEGE AT THE UNIVERSITY OF OKLAHOMA SHOULD DETERMINE THE AMOUNT OF ACADEMIC CREDIT TO BE GRANTED FOR ROTC COURSES AND APPLIED TOWARD FULFILLING ELECTIVES IN THEIR DEGREE REQUIREMENTS.

Scale:	Strongly Agree		Agree		Neutral Or No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Non-ROTC Students	18	11.9	59	39.1	33	21.9	34	22.5	7	4.6
ROTC Students	16	13.0	51	41.1	17	13.7	29	23.4	11	8.9
Non-ROTC Students' Parents	9	11.7	35	45.5	13	16.9	14	18.2	6	7.8
ROTC Students' Parents	7	7.8	28	31.1	21	23.3	19	21.1	15	16.7
Faculty	102	30.8	126	38.1	34	10.3	39	11.8	30	9.1

$$DF = 4 \quad X^2_1 = 4.497 \quad n.s.$$

$$DF = 4 \quad X^2_2 = 3.763 \quad n.s.$$

$$DF = 4 \quad X^2_3 = 5.863 \quad n.s.$$

$$DF = 4 \quad X^2_4 = 41.962; P < .001$$

$$DF = 4 \quad X^2_5 = 35.621; P < .001$$

Significant differences in choices occurred between comparisons 4 and 5. However, no significant differences were found between comparisons 1, 2, and 3.

Table 37 indicates the amount of agreement which occurred between the choices of the five different groups on statement number 32.

Table 37

(32) THE PROBLEMS OF NATIONAL DEFENSE AND THE ROLE THE MILITARY HAS HAD IN THE DEVELOPMENT OF THE UNITED STATES ARE AREAS OF THE ROTC PROGRAM WHICH ARE RELEVANT TO THE EDUCATIONAL BACKGROUND OF ALL UNITED STATES CITIZENS.

Scale:	Strongly Agree		Agree		Neutral Or No Opinion		Disagree		Strongly Disagree	
Sample Groups	N	%	N	%	N	%	N	%	N	%
Non-ROTC Students	22	14.6	60	39.7	35	23.2	25	16.6	9	6.0
ROTC Students	50	40.3	48	38.7	20	16.1	5	4.0	1	0.8
Non-ROTC Students' Parents	19	24.7	41	53.3	12	15.6	4	5.2	1	1.3
ROTC Students' Parents	39	43.3	38	42.2	11	12.2	1	1.1	1	1.1
Faculty	71	21.5	140	42.3	61	18.4	44	13.3	15	4.5

$$DF = 4 \quad X^2_1 = 33.720; P < .001$$

$$DF = 4 \quad X^2_2 = 13.040; P < .01$$

$$DF = 4 \quad X^2_3 = 16.946; P < .001$$

$$DF = 4 \quad X^2_4 = 2.945; P \text{ n.s.}$$

$$DF = 4 \quad X^2_5 = 25.198; P < .001$$

Significant differences in choices occurred between comparisons 1, 2, 3, and 5. However, no significant difference was found between comparison 4.

Table 38 indicates the amount of agreement which occurred between the choices of the five different groups on statement number 33.

Table 38

(33) ROTC COURSES SHOULD BE OPEN FOR ENROLLMENT TO ALL STUDENTS OF THE UNIVERSITY COMMUNITY JUST AS A COURSE OFFERED IN ANY OTHER DEPARTMENTS.

Scale:	Strongly Agree		Agree		Neutral Or No Opinion		Disagree		Strongly Disagree	
Sample Groups	N	%	N	%	N	%	N	%	N	%
Non-ROTC Students	46	30.5	70	46.4	20	13.3	10	6.6	5	3.3
ROTC Students	47	38.0	37	29.8	14	11.3	23	18.6	3	2.4
Non-ROTC Students' Parents	22	28.6	34	44.2	7	9.1	11	14.3	3	3.9
ROTC Students' Parents	18	20.0	35	38.9	6	6.7	21	23.3	10	11.1
Faculty	72	21.8	142	43.0	57	17.2	39	11.8	21	6.3

$$DF = 4 \quad X^2_1 = 14.355; P < .001$$

$$DF = 4 \quad X^2_2 = 3.431 \quad n.s.$$

$$DF = 4 \quad X^2_3 = 14.383; P < .001$$

$$DF = 4 \quad X^2_4 = 14.683; P < .001$$

$$DF = 4 \quad X^2_5 = 11.912; P < .01$$

Significant differences in choices occurred between comparisons 1, 3, 4, and 5. However, no significant difference was found between comparison 2.

Table 39 indicates the amount of agreement which occurred between the choices of the five different groups on statement number 34.

Table 39

(34) THE ROTC PROGRAMS ON THE UNIVERSITY OF OKLAHOMA CAMPUS HAVE A SATISFACTORY RELATIONSHIP WITH THE UNIVERSITY AND SHOULD CONTINUE TO OPERATE AS THEY ARE AT PRESENT.

Scale:	Strongly Agree		Agree		Neutral Or No Opinion		Disagree		Strongly Disagree	
Sample Groups	N	%	N	%	N	%	N	%	N	%
Non-ROTC Students	13	8.6	38	25.2	49	32.5	35	23.2	16	10.6
ROTC Students	24	19.4	61	49.2	18	14.5	20	16.1	1	0.8
Non-ROTC Students' Parents	15	19.5	27	35.1	30	39.0	1	1.3	4	5.2
ROTC Students' Parents	30	33.3	30	33.3	27	30.0	3	3.3	0	0.0
Faculty	30	9.1	97	29.3	132	40.0	37	11.2	35	10.6

$$DF = 4 \quad X^2_1 = 37.998; P < .001$$

$$DF = 4 \quad X^2_2 = 5.779 \quad n.s.$$

$$DF = 4 \quad X^2_3 = 41.091; P < .001$$

$$DF = 4 \quad X^2_4 = 26.789; P < .001$$

$$DF = 4 \quad X^2_5 = 45.253; P < .001$$

Significant differences in choices occurred between comparisons 1, 3, 4, and 5. However, no significant difference was found between comparison 2.

Table 40 indicates the amount of agreement which occurred between the choices of the five different groups on statement number 35.

Table 40

(35) THE ROTC PROGRAMS SHOULD CONTINUE TO BE OFFERED ON THE UNIVERSITY OF OKLAHOMA CAMPUS, HOWEVER, "DRILL" SHOULD BE HELD APART FROM THE CAMPUS.

Scale:	Strongly Agree		Agree		Neutral Or No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Non-ROTC Students	8	5.3	26	17.2	55	36.4	45	30.0	17	11.3
ROTC Students	12	9.7	14	11.3	25	20.2	56	45.2	17	13.7
Non-ROTC Students' Parents	5	6.5	6	7.8	19	24.7	36	46.8	11	14.3
ROTC Students' Parents	10	11.1	6	6.7	11	12.2	42	46.7	21	23.3
Faculty	13	3.9	40	12.1	117	35.4	93	28.1	68	20.5

$$DF = 4 \quad X^2_1 = 14.335; P < .001$$

$$DF = 4 \quad X^2_2 = 4.755 \quad n.s.$$

$$DF = 4 \quad X^2_3 = 16.106; P < .001$$

$$DF = 4 \quad X^2_4 = 15.050; P < .001$$

$$DF = 4 \quad X^2_5 = 30.258; P < .001$$

Significant differences in choices occurred between comparisons 1, 3, 4, and 5. However, no significant difference was found between comparison 2.

Table 41 indicates the amount of agreement which occurred between the choices of the five different groups on statement number 36.

Table 41

(36) IF ROTC PROGRAMS ARE HAVING AN ADVERSE EFFECT ON THE UNIVERSITY, THE BENEFIT THEY BRING THE ARMED FORCES AND THE NATIONAL INTEREST OUTWEIGHS THIS EFFECT.

Scale: Sample Groups	Strongly Agree		Agree		Neutral or No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Non-ROTC Students	10	6.6	34	22.5	42	27.8	38	25.2	27	17.9
ROTC Students	36	29.0	33	26.6	41	33.1	11	8.9	3	2.4
Non-ROTC Students' Parents	26	33.8	29	37.7	9	11.7	8	10.4	5	6.5
ROTC Students' Parents	47	52.2	30	33.3	8	8.9	3	3.3	2	2.2
Faculty	54	16.3	78	23.6	93	28.1	51	15.4	55	16.6

$$DF = 4 \quad X^2_1 = 46.598; P < .001$$

$$DF = 4 \quad X^2_2 = 15.151; P < .001$$

$$DF = 4 \quad X^2_3 = 66.116; P < .0001$$

$$DF = 4 \quad X^2_4 = 4.297 \quad \text{n.s.}$$

$$DF = 4 \quad X^2_5 = 75.089; P < .0001$$

Significant differences in choices occurred between comparisons 1, 2, 3, and 5. However, no significant difference was found between comparison 4.

Table 42 indicates the amount of agreement which occurred between the choices of the five different groups on statement number 37.

Table 42

(37) THE PREVAILING STUDENT ATTITUDE TOWARD ROTC STUDENTS ON THE UNIVERSITY OF OKLAHOMA CAMPUS IS FAVORABLE

Scale: Sample Groups	Strongly Agree		Agree		Neutral or No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Non-ROTC Students	10	6.6	74	49.0	30	19.9	32	21.2	5	3.3
ROTC Students	9	7.3	69	55.7	20	16.1	24	19.4	2	1.6
Non-ROTC Students' Parents	5	6.5	27	35.1	35	45.5	5	6.5	5	6.5
ROTC Students' Parents	11	12.2	41	45.6	31	34.4	5	5.6	2	2.2
Faculty	24	7.3	144	43.5	116	35.1	33	10.0	14	4.2

$$DF = 4 \quad X^2_1 = 2.024 \quad n.s.$$

$$DF = 4 \quad X^2_2 = 4.199 \quad n.s.$$

$$DF = 4 \quad X^2_3 = 37.003; P < .001$$

$$DF = 4 \quad X^2_4 = 30.185; P < .001$$

$$DF = 4 \quad X^2_5 = 3.599 \quad n.s.$$

Significant differences in choices occurred between comparisons 3, and 4. However, no significant differences were found between comparisons 1, 2, and 5.

Table 43 indicates the amount of agreement which occurred between the choices of the five different groups on statement number 38.

Table 43

(38) THE PREVAILING STUDENT ATTITUDE TOWARD THE ROTC ACTIVITIES AND PROGRAMS ON THE UNIVERSITY OF OKLAHOMA CAMPUS IS FAVORABLE.

Scale: Sample Groups	Strongly Agree		Agree		Neutral or No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Non-ROTC Students	9	6.0	50	33.1	32	21.2	48	31.8	12	8.0
ROTC Students	5	4.0	54	43.6	32	25.8	30	24.2	3	2.4
Non-ROTC Students' Parents	5	6.5	24	31.2	35	45.5	7	9.1	6	7.8
ROTC Students' Parents	7	7.8	38	42.2	38	42.2	4	4.4	3	3.3
Faculty	16	4.8	126	38.1	120	36.3	51	15.4	18	5.4

$$DF = 4 \quad X^2_1 = 8.279 \quad n.s.$$

$$DF = 4 \quad X^2_2 = 4.764 \quad n.s.$$

$$DF = 4 \quad X^2_3 = 39.264; P < .001$$

$$DF = 4 \quad X^2_4 = 20.202; P < .001$$

$$DF = 4 \quad X^2_5 = 9.649; P < .01$$

Significant differences in choices occurred between comparisons 3, 4, and 5. However, no significant differences were found between comparisons 1 and 2.

Table 44 indicates the amount of agreement which occurred between the choices of the five different groups on statement number 39.

Table 44

(39) THE PREVAILING STUDENT AND UNIVERSITY PROFESSOR ATTITUDE TOWARD ROTC "DRILL" ON THE UNIVERSITY OF OKLAHOMA CAMPUS IS FAVORABLE.

Scale:	Strongly Agree		Agree		Neutral or No Opinion		Disagree		Strongly Disagree	
Non-ROTC Students	6	4.0	24	15.9	48	31.8	49	32.4	24	15.9
ROTC Students	3	2.4	29	23.4	51	41.1	30	24.2	11	8.9
Non-ROTC Students' Parents	6	7.8	15	19.5	39	50.7	10	13.0	7	9.1
ROTC Students' Parents	5	5.6	33	36.7	44	48.9	6	6.7	2	2.2
Faculty	10	3.0	81	24.5	133	40.2	74	22.4	33	10.0

$$DF = 4 \quad X^2_1 = 8.390 \quad n.s.$$

$$DF = 4 \quad X^2_2 = 7.858 \quad n.s.$$

$$DF = 4 \quad X^2_3 = 34.677; P < .001$$

$$DF = 4 \quad X^2_4 = 5.984 \quad n.s.$$

$$DF = 4 \quad X^2_5 = 19.233; P < .001$$

Significant differences in choices occurred between comparisons 3 and 5. However, no significant differences were found between comparisons 1, 2, and 4.

Table 45 indicates the amount of agreement which occurred between the choices of the five different groups on statement number 40.

Table 45

(40) THE PRESENCE OF THE ROTC UNIFORM CREATES THE FEELING THAT THE MILITARY HAS INVADED THE CAMPUS ATMOSPHERE.

Scale: Sample Groups	Strongly Agree		Agree		Neutral or No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Non-ROTC Students	13	8.6	44	29.1	22	14.6	49	32.5	23	15.2
ROTC Students	9	7.3	17	13.7	28	22.6	46	37.1	24	19.4
Non-ROTC Students' Parents	1	1.3	11	14.3	18	23.4	35	45.5	12	15.6
ROTC Students' Parents	3	3.3	2	2.2	19	21.1	33	36.7	33	36.7
Faculty	22	6.7	38	11.5	51	15.4	156	47.1	64	19.3

$$DF = 4 \quad X^2_1 = 10.968; P < .01$$

$$DF = 4 \quad X^2_2 = 7.093 \quad n.s.$$

$$DF = 4 \quad X^2_3 = 25.168; P < .001$$

$$DF = 4 \quad X^2_4 = 17.758; P < .001$$

$$DF = 4 \quad X^2_5 = 12.135; P < .01$$

Significant differences in choices occurred between comparisons 1, 3, 4, and 5. However, no significant difference was found between comparison 2.

Table 46 indicates the amount of agreement which occurred between the choices of the five different groups on statement number 41

Table 46

(41) THERE IS SOME EVIDENCE OF A CONSPIRACY AGAINST THE ROTC PROGRAMS ON THE PART OF CAMPUS PROTESTERS.

Scale: Sample Groups	Strongly Agree		Agree		Neutral or No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Non-ROTC Students	14	9.3	55	36.4	42	27.8	32	21.2	8	5.3
ROTC Students	23	18.6	49	39.5	29	23.4	20	16.1	3	2.4
Non-ROTC Students' Parents	18	23.4	30	39.0	19	24.7	6	7.8	4	5.2
ROTC Students' Parents	38	42.2	38	42.2	12	13.3	1	1.1	1	1.1
Faculty	51	15.4	90	27.2	121	36.6	45	13.6	24	7.3

$$DF = 4 \quad X^2_1 = 7.377 \quad n.s.$$

$$DF = 4 \quad X^2_2 = 12.481; P < .01$$

$$DF = 4 \quad X^2_3 = 39.653; P < .001$$

$$DF = 4 \quad X^2_4 = 16.558; P < .001$$

$$DF = 4 \quad X^2_5 = 48.001; P < .001$$

Significant differences in choices occurred between comparisons 2, 3, 4, and 5. However, no significant difference was found between comparison 1.

Table 47 indicates the amount of agreement which occurred between the choices of the five different groups on statement number 42.

Table 47

(42) PROTESTS AGAINST ROTC IS ONE OF THE ACTIVITIES BEING USED BY EXTREMIST GROUPS TO DIMINISH AMERICAN POWER AND PRESTIGE.

Scale: Sample Groups	Strongly Agree		Agree		Neutral or No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Non-ROTC Students	9	6.0	33	21.9	39	25.8	41	27.2	29	19.2
ROTC Students	23	18.6	44	35.5	33	26.6	17	13.7	7	5.7
Non-ROTC Students' Parents	38	49.4	25	32.5	6	7.8	5	6.5	3	3.9
ROTC Students' Parents	60	66.7	24	26.7	4	4.4	0	0.0	2	2.2
Faculty	76	23.0	80	24.2	77	23.3	47	14.2	51	15.4

$$DF = 4 \quad X^2_1 = 29.202; P < .001$$

$$DF = 4 \quad X^2_2 = 12.707; P < .01$$

$$DF = 4 \quad X^2_3 = 136.387; P < .0001$$

$$DF = 4 \quad X^2_4 = 16.858; P < .001$$

$$DF = 4 \quad X^2_5 = 89.203; P < .0001$$

Significant differences in choices occurred between all comparisons.

Table 48 indicates the amount of agreement which occurred between the choices of the five different groups on statement number 43.

Table 48

(43) THE ROTC PROGRAMS WOULD BE THE OBJECT OF DEMONSTRATIONS LESS FREQUENTLY THAN THEY ARE AT PRESENT IF THE VIET NAM WAR WAS NOT BEING WAGED.

Scale: Sample Groups	Strongly Agree		Agree		Neutral or No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Non-ROTC Students	48	31.8	73	48.3	14	9.3	12	8.0	4	2.7
ROTC Students	56	45.2	53	42.7	6	4.8	6	4.8	3	2.4
Non-ROTC Students' Parents	25	32.5	34	44.2	9	11.7	7	9.1	2	2.6
ROTC Students' Parents	23	25.6	32	35.6	15	16.7	16	17.8	4	4.4
Faculty	109	32.9	163	49.2	37	11.2	14	4.2	8	2.4

$$DF = 4 \quad X^2_1 = 6.545; \quad n.s.$$

$$DF = 4 \quad X^2_2 = 4.441; \quad n.s.$$

$$DF = 4 \quad X^2_3 = 14.934; \quad P < .001$$

$$DF = 4 \quad X^2_4 = 5.362; \quad n.s.$$

$$DF = 4 \quad X^2_5 = 17.974; \quad P < .001$$

Significant differences in choices occurred between comparisons 3 and 5. However, no significant differences were found between comparisons 1, 2, and 4.

Table 49 indicates the amount of agreement which occurred between the choices of the five different groups on statement number 44.

Table 49

(44) CAMPUS DEMONSTRATIONS WITH ROTC AS THE STATED TARGET ARE THE WORK OF A MINORITY GROUP TRYING TO DENY FREEDOM OF CHOICE TO THE STUDENTS.

Scale: Sample Groups	Strongly Agree		Agree		Neutral or No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Non-ROTC Students	28	18.5	36	23.8	23	15.2	36	23.8	28	18.5
ROTC Students	39	31.5	36	29.0	31	25.0	9	7.3	9	7.3
Non-ROTC Students' Parents	27	35.1	32	41.6	6	7.8	10	13.0	2	2.6
ROTC Students' Parents	55	61.1	26	28.9	6	6.7	0	0.0	3	3.3
Faculty	76	23.0	97	29.3	64	19.3	57	17.2	37	11.2

$$DF = 4 \quad X^2_1 = 26.552; P < .001$$

$$DF = 4 \quad X^2_2 = 19.878; P < .001$$

$$DF = 4 \quad X^2_3 = 53.184; P < .0001$$

$$DF = 4 \quad X^2_4 = 1.360; P \text{ n.s.}$$

$$DF = 4 \quad X^2_5 = 54.918; P < .0001$$

Significant differences in choices occurred between comparisons 1, 2, 3, and 5. However, no significant difference was found between comparison 4.

Table 50 indicates the amount of agreement which occurred between the choices of the five different groups on statement number 45.

Table 50

(45) YOUNG MEN WHO WISH TO BECOME OFFICERS SHOULD HAVE AN OPPORTUNITY TO DO SO CONCURRENTLY WHILE IN A CIVILIAN ACADEMIC ENVIRONMENT.

Scale: Sample Groups	Strongly Agree		Agree		Neutral or No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Non-ROTC Students	49	32.5	70	46.4	18	11.9	10	6.6	4	2.7
ROTC Students	88	71.0	33	26.6	2	1.6	0	0.0	1	0.8
Non-ROTC Students' Parents	48	62.3	25	32.5	1	1.3	2	2.6	1	1.3
ROTC Students' Parents	72	80.0	16	17.8	1	1.1	1	1.1	0	0.0
Faculty	139	42.0	138	41.7	25	7.6	12	3.6	17	5.1

$$DF = 4 \quad X^2_1 = 46.793; P < .0001$$

$$DF = 4 \quad X^2_2 = 9.222; P < .01$$

$$DF = 4 \quad X^2_3 = 24.027; P < .001$$

$$DF = 4 \quad X^2_4 = 7.267; \quad n.s.$$

$$DF = 4 \quad X^2_5 = 43.928; P < .0001$$

Significant differences in choices occurred between comparisons 1, 2, 3, and 5. However, no significant difference was found between comparison 4.

Table 51 indicates the amount of agreement which occurred between the choices of the five different groups on statement number 46.

Table 51

(46) THE RESULT OF ANTI-ROTC FEELINGS WILL REFLECT SERIOUSLY ON THE FUTURE IMAGE OF THE MILITARY IN THIS COUNTRY AND COULD SEPARATE OUR MILITARY FROM THE MAIN STREAM OF SOCIETY.

Scale: Sample Groups	Strongly Agree		Agree		Neutral or No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Non-ROTC Students	12	7.9	59	39.1	31	20.5	42	27.8	7	4.6
ROTC Students	17	13.7	41	33.1	27	21.8	35	28.2	4	3.2
Non-ROTC Students' Parents	18	23.4	29	37.7	13	16.9	12	15.6	5	6.5
ROTC Students' Parents	32	35.6	24	26.7	9	10.0	18	20.0	7	7.8
Faculty	52	15.7	107	32.3	73	22.1	80	24.2	19	5.7

$$DF = 4 \quad \chi^2_1 = 3.212 \quad n.s.$$

$$DF = 4 \quad \chi^2_2 = 5.833 \quad n.s.$$

$$DF = 4 \quad \chi^2_3 = 32.457; P < .001$$

$$DF = 4 \quad \chi^2_4 = 5.548 \quad n.s.$$

$$DF = 4 \quad \chi^2_5 = 17.882; P < .001$$

Significant differences in choices occurred between comparisons 3 and 5. However, no significant differences were found between comparisons 1, 2, and 4.

Table 52 indicates the amount of agreement which occurred between the choices of the five different groups on statement number 47.

Table 52

(47) THE SCHOLARSHIP SELECTION METHODS ARE SUCCESSFUL IN THEIR EFFORTS TO ACQUIRE THE SERVICES OF HIGH QUALITY STUDENTS FROM ALL CLASSES OF SOCIETY.

Scale: Sample Groups	Strongly Agree		Agree		Neutral or No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Non-ROTC Students	7	4.6	27	17.9	70	46.4	38	25.2	9	6.0
ROTC Students	24	19.4	51	41.1	36	29.0	10	8.1	3	2.4
Non-ROTC Students' Parents	9	11.7	23	29.9	30	39.0	11	14.3	4	5.2
ROTC Students' Parents	36	40.0	34	37.8	19	21.1	1	1.1	0	0.0
Faculty	37	11.2	60	18.1	177	53.5	38	11.5	19	5.7

$$DF = 4 \quad X^2_1 = 44.726; P < .001$$

$$DF = 4 \quad X^2_2 = 33.518; P < .001$$

$$DF = 4 \quad X^2_3 = 27.669; P < .001$$

$$DF = 4 \quad X^2_4 = 18.415; P < .001$$

$$DF = 4 \quad X^2_5 = 47.835; P < .001$$

Significant differences in choices occurred between all comparisons.

Table 53 indicates the amount of agreement which occurred between the choices of the five different groups on statement number 48.

Table 53

(48) MINORITY RACES HAVE EQUAL OPPORTUNITY FOR PARTICIPATION IN AND ADVANCEMENT THROUGH THE ROTC PROGRAMS ON THE UNIVERSITY OF OKLAHOMA CAMPUS.

Scale: Sample Groups	Strongly Agree		Agree		Neutral or No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Non-ROTC Students	18	11.9	43	28.5	65	43.1	20	13.3	5	3.3
ROTC Students	52	41.9	53	42.7	12	9.7	6	4.8	1	0.8
Non-ROTC Students' Parents	14	18.3	26	33.8	29	37.7	6	7.8	2	2.6
ROTC Students' Parents	36	40.0	32	35.6	22	24.4	0	0.0	0	0.0
Faculty	46	13.9	75	22.7	170	51.4	20	6.0	20	6.0

$$DF = 4 \quad X^2_1 = 62.190; P < .0001$$

$$DF = 4 \quad X^2_2 = 24.629; P < .001$$

$$DF = 4 \quad X^2_3 = 6.489 \quad n.s.$$

$$DF = 4 \quad X^2_4 = 46.100; P < .001$$

$$DF = 4 \quad X^2_5 = 38.892; P < .001$$

Significant differences in choices occurred between comparisons 1, 2, 4, and 5. However, no significant difference was found between comparison 3.

Table 54 indicates the amount of agreement which occurred between the choices of the five different groups on statement number 49.

Table 54

(49) THE NUMBER OF ROTC SCHOLARSHIPS AND THE PAY WHICH A STUDENT RECEIVES SHOULD BE INCREASED.

Scale:	Strongly Agree		Agree		Neutral No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Sample Groups										
Non-ROTC Students	18	11.9	22	14.6	84	55.6	17	11.3	10	6.6
ROTC Students	73	58.9	30	24.2	16	12.9	5	4.0	0	0.0
Non-ROTC Students' Parents	7	9.1	18	23.4	38	49.4	5	6.5	9	11.7
ROTC Students' Parents	28	31.1	37	41.1	20	22.2	5	5.6	0	0.0
Faculty	33	10.0	48	14.5	183	55.3	42	12.7	25	7.5

$$DF = 4 \quad X^2_1 = 95.527; P < .0001$$

$$DF = 4 \quad X^2_2 = 37.794; P < .001$$

$$DF = 4 \quad X^2_3 = 15.209; P < .001$$

$$DF = 4 \quad X^2_4 = 59.644; P < .0001$$

$$DF = 4 \quad X^2_5 = 43.275; P < .001$$

Significant differences in choices occurred between all comparisons.

Table 55 indicates the amount of agreement which occurred between the choices of the five different groups on statement number 50.

Table 55

(50) TRAINING OF WELL PREPARED OFFICERS TO DIRECT OUR ARMED FORCES IS COMMONLY VIEWED AS SOMETHING EVIL EVEN THOUGH IT MAY BE AN ARMY PREPARING TO DEFEND A FREE SOCIETY.

Scale: Sample Groups	Strongly Agree		Agree		Neutral or No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Non-ROTC Students	9	6.0	40	26.5	29	19.2	55	36.4	18	11.9
ROTC Students	19	15.3	29	23.3	29	23.4	36	29.0	11	8.9
Non-ROTC Students' Parents	8	10.4	11	14.3	7	9.1	30	39.0	21	27.3
ROTC Students' Parents	9	10.0	11	12.2	12	13.3	36	28.9	32	35.6
Faculty	15	4.5	51	15.4	99	29.9	128	38.7	38	11.5

$$DF = 4 \quad X^2_1 = 8.411 \quad n.s.$$

$$DF = 4 \quad X^2_2 = 4.248 \quad n.s.$$

$$DF = 4 \quad X^2_3 = 37.951; P < .001$$

$$DF = 4 \quad X^2_4 = 19.791; P < .001$$

$$DF = 4 \quad X^2_5 = 47.693; P < .001$$

Significant differences in choices occurred between comparisons 3, 4, and 5. However, no significant differences were found between comparisons 1 and 2.

Table 56

(51) ALL ROTC PERSONNEL AT O. U. ARE RECOMMENDED BY THE DIVISION HEADQUARTERS OF EACH BRANCH TO THE COMMANDING OFFICER ON CAMPUS WHO, IF HE AGREES THEY QUALIFY FOR THE POSITION BEING FILLED, RECOMMENDS THE APPOINTMENT TO THE PRESIDENT OF THE UNIVERSITY THROUGH THE PROVOST. THE PRESIDENT MAY APPROVE OR DENY THE APPOINTMENT. THIS IS AN ACCEPTABLE PROCEDURE.

Scale:	Strongly Agree		Agree		Neutral or No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
College										
Arts and Science	31	18.3	69	40.8	36	21.3	20	11.8	13	7.7
Business	8	20.0	24	60.0	5	12.5	3	7.5	0	0.0
Education	2	5.9	18	52.9	9	26.5	3	8.8	2	5.9
Engineering	7	11.4	39	63.9	9	14.8	3	4.9	3	4.9
*ROTC	16	59.3	9	33.3	1	3.7	1	3.7	0	0.0

$$DF = 16 \quad X^2 = 50.343; P < .001$$

*ROTC is a department within the College of Arts and Science.

In reporting the responses to the statements in tables number 56 through 75, all faculty members were included except the ROTC group. The per cent of agree responses reported is a combination of the agree and strongly agree responses. The per cent of disagree responses reported is a combination of the disagree and strongly disagree responses. Concerning statement number 51 in table number 56, 36 per cent were in agreement, 35 per cent disagreed, and 29 per cent expressed a neutral or no opinion response.

Table 57

(52) MILITARY INSTRUCTORS AT THE UNIVERSITY OF OKLAHOMA SHOULD HAVE ACADEMIC RANK.

Scale: College	Strongly Agree		Agree		Neutral or No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Arts and Science	18	10.7	32	18.9	35	20.7	35	20.7	49	29.0
Business	7	17.5	15	37.5	11	27.5	5	12.5	2	5.0
Education	0	0.0	10	29.4	10	29.4	8	23.5	6	17.7
Engineering	5	8.2	16	26.2	15	24.6	14	23.0	11	18.0
*ROTC	12	44.4	9	33.3	5	18.5	1	3.7	0	0.0

$$DF = 16 \quad \chi^2 = 57.546 \quad P < .001$$

*ROTC is a department within the College of Arts and Sciences.

Table number 57 summarizes the data gathered about question number 52. There were 34 per cent of the respondents in agreement with the statement, 42 per cent disagreed, and 24 per cent expressed a neutral or no opinion response.

Table 58

(53) THE MILITARY INSTRUCTORS HAVING ACADEMIC RANK IS A BENEFIT TO THE UNIVERSITY, IN THAT IT SUBJECTS THEM TO THE SAME ACADEMIC PROCEDURES AND TRADITIONS AS THOSE UNDER WHICH OTHER FACULTY MEMBERS OPERATE.

Scale:	Strongly Agree		Agree		Neutral or No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
College										
Arts and Science	22	13.0	32	18.9	42	24.9	37	21.9	36	21.3
Business	4	10.0	16	40.0	16	40.0	3	7.5	1	2.5
Education	0	0.0	10	29.4	11	32.4	9	26.6	4	11.8
Engineering	4	6.6	21	34.4	17	27.9	10	16.4	9	14.8
*ROTC	10	37.0	10	37.0	5	18.5	2	7.4	0	0.0

$$DF = 16 \quad \chi^2 = 52.196; P < .001$$

*ROTC is a department within the College of Arts and Science.

Table number 58 summarizes the data gathered about question number 53. There were 36 per cent of the respondents in agreement with the statement, 35 per cent disagreed, and 29 per cent expressed a neutral or no opinion response.

Table 59

(54) THE PREPARATION AND EFFECTIVENESS OF THE ROTC INSTRUCTOR AT THE UNIVERSITY OF OKLAHOMA COMPARES FAVORABLY WITH THE FACULTY FROM OTHER ACADEMIC DEPARTMENTS IN TERMS OF IMPARTING KNOWLEDGE, COMMAND OF HIS SUBJECT, STIMULATING INDEPENDENT THOUGHT, AND RESEARCH.

Scale:	Strongly Agree		Agree		Neutral or No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
College										
Arts and Science	3	1.8	20	11.8	75	44.4	37	21.9	34	20.1
Business	2	5.0	9	22.5	20	50.0	8	20.0	1	2.5
Education	1	3.0	5	14.7	18	52.9	7	20.6	3	8.8
Engineering	2	3.3	12	19.7	24	39.3	13	21.3	10	16.4
*ROTC	17	63.0	7	25.9	3	11.1	0	0.0	0	0.0

$$DF = 16 \quad \chi^2 = 151.397; P < .0001$$

*ROTC is a department within the College of Arts and Science.

Table number 59 summarizes the data gathered about question number 54. There were only 18 per cent of the respondents in agreement with the statement, 36 per cent disagreed, and 46 per cent expressed a neutral or no opinion response.

Table 60

(55) SOME UNIVERSITIES HAVE ESTABLISHED CRITERIA THAT WOULD REQUIRE ALL ROTC INSTRUCTORS TO HAVE A MASTERS DEGREE OR BE ADMISSIBLE TO THE GRADUATE COLLEGE OF THE UNIVERSITY. THESE ARE ACCEPTABLE CRITERIA THAT WOULD INSURE AS HIGH QUALITY INSTRUCTION IN THE ROTC PROGRAM AS IN OTHER DEPARTMENTS.

Scale:	Strongly Agree		Agree		Neutral or No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
College										
Arts and Science	15	8.9	65	38.5	37	21.9	31	18.3	21	12.4
Business	4	10.0	9	22.5	9	22.5	17	42.5	1	2.5
Education	2	5.9	11	32.4	14	41.1	6	17.7	1	2.9
Engineering	6	9.8	23	37.7	13	21.3	15	24.6	4	6.6
*ROTC	9	33.3	5	18.5	4	14.8	5	18.5	4	14.8

$$DF = 16 \quad \chi^2 = 40.175; P < .001$$

*ROTC is a department within the College of Arts and Science.

Table number 60 summarizes the data gathered concerning question number 55. There were 45 per cent of the respondents in agreement with the statement, 26 per cent disagreed, and 29 per cent expressed a neutral or no opinion response.

Table 61

(56) THE MILITARY INSTRUCTORS QUALIFICATIONS FOR ACADEMIC RANK SHOULD BE BASED SOLELY ON HIS LEVEL OF EDUCATIONAL ACHIEVEMENT.

Scale:	Strongly Agree		Agree		Neutral Or No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
College										
Arts and Science	19	11.2	33	19.5	45	26.6	54	32.0	18	10.7
Business	1	2.5	3	7.5	8	20.0	20	50.0	8	20.0
Education	3	8.8	9	26.5	8	23.5	14	41.1	0	0.0
Engineering	5	8.2	13	21.3	14	23.0	22	36.0	7	11.5
*ROTC	1	3.7	2	7.4	7	25.9	7	26.0	10	37.0

$$DF = 16 \quad \chi^2 = 33.302; P < .01$$

*ROTC is a department within the college of Arts and Science.

Table number 61 summarizes the data gathered concerning question number 56. There were only 29 per cent of the respondents in agreement with the statement, 46 per cent disagreed, and 25 per cent expressed a neutral or no opinion response.

Table 62

(57) THE ROTC INSTRUCTOR SHOULD BE ENTITLED TO ENJOY ALL THE RIGHTS AND DUTIES OF THE FACULTY, LIMITED ONLY BY THE QUALIFICATIONS OF HIS ROLE AS AN OFFICER ON ACTIVE DUTY AS IT RELATES TO ILLEGAL ACTS.

Scale:	Strongly Agree		Agree		Neutral Or No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
College										
Arts and Science	27	16.0	64	37.8	23	13.6	28	16.6	27	16.0
Business	8	20.0	21	52.5	10	25.0	1	2.5	0	0.0
Education	2	5.9	20	58.8	5	14.7	6	17.7	1	2.9
Engineering	9	14.8	32	52.5	11	18.0	4	6.6	5	8.2
*ROTC	15	55.6	9	33.3	2	7.4	1	3.7	0	0.0

$$DF = 16 \quad X^2 = 58.279; P < .001$$

*ROTC is a department within the College of Arts and Science.

Table number 62 summarizes the data gathered concerning question number 57. There were 61 per cent of the respondents in agreement with the statement, 23 per cent disagreed, and only 16 per cent expressed a neutral or no opinion response.

Table 63

(58) THE FACT THAT MOST UNIVERSITIES ACCEPT APPLICABLE CREDITS EARNED BY STUDENTS WHO TRANSFER FROM THE "ACADEMIES," AND MANY OF THEIR COURSES ARE TAUGHT BY MILITARY INSTRUCTORS LENDS SUPPORT FOR THE MILITARY MAN AT THE UNIVERSITY OF OKLAHOMA BEING TRULY CONSIDERED A MEMBER OF THE FACULTY.

Scale:	Strongly Agree		Agree		Neutral Or No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
College										
Arts and Science	6	3.6	44	26.0	39	23.1	51	30.2	29	17.2
Business	4	10.0	15	37.5	10	25.0	9	22.5	2	5.0
Education	0	0.0	10	29.4	8	23.5	13	38.2	3	8.8
Engineering	3	4.9	18	29.5	13	21.3	21	34.4	6	9.8
*ROTC	11	40.7	9	33.3	7	25.9	0	0.0	0	0.0

$$DF = 16 \quad \chi^2 = 69.590; P < .0001$$

*ROTC is a department within the College of Arts and Science.

Table number 63 summarizes the data gathered concerning question number 58. There were 33 per cent of the respondents in agreement with the statement, 44 per cent disagreed, and 23 per cent expressed a neutral or no opinion response.

"The National Defense Acts of 1916 and 1920, and the Vitalization Act of 1964 stated that the senior commanding officer assigned to the program at an institution must be given the rank of professor."

Table 64

(59) THE ABOVE ARRANGEMENT CAN BE ACCEPTED AS BEING HELPFUL TO THE UNIVERSITY ADMINISTRATOR IN INTEGRATING THE WHOLE FACULTY.

Scale:	Strongly Agree		Agree		Neutral Or No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
College										
Arts and Science	7	4.1	34	20.1	54	32.0	44	26.0	30	17.8
Business	5	12.5	13	32.5	16	40.0	5	12.5	1	2.5
Education	0	0.0	7	20.6	14	41.2	6	17.7	7	20.6
Engineering	3	4.9	14	23.0	27	44.3	11	18.0	6	9.8
*ROTC	13	48.2	8	29.6	6	22.2	0	0.0	0	0.0

$$DF = 16 \quad \chi^2 = 86.525; P < .0001$$

*ROTC is a department within the College of Arts and Science.

Table number 64 summarizes the data gathered concerning statement number 59. There were only 24 per cent of the respondents in agreement with the statement, 39 per cent disagreed, and 37 per cent expressed a neutral or no opinion response.

"The National Defense Acts of 1916 and 1920, and the Vitalization Act of 1964 stated that the senior commanding officer assigned to the program at an institution must be given the rank of professor."

Table 65

(60) THE ABOVE ARRANGEMENT CAN BE ACCEPTED AS BEING BENEFICIAL TO THE COORDINATION OF THE ROTC PROGRAMS WITH OTHER COLLEGES, DEPARTMENTS, AND SOCIAL FUNCTIONS OF THE UNIVERSITY COMMUNITY.

Scale:	Strongly Agree		Agree		Neutral Or No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
College										
Arts and Science	8	4.7	39	23.1	56	33.1	40	23.7	26	15.4
Business	5	12.5	15	37.5	15	37.5	4	10.0	1	2.5
Education	0	0.0	10	29.4	11	32.4	8	23.5	5	14.7
Engineering	2	3.3	16	26.2	28	45.9	7	11.5	8	13.1
*ROTC	13	48.2	10	37.0	4	14.8	0	0.0	0	0.0

$$DF = 16 \quad X^2 = 87.373; P < .0001$$

*ROTC is a department within the College of Arts and Science.

Table number 65 summarizes the data gathered concerning statement number 60. There were 32 per cent of the respondents in agreement with the statement, 31 per cent disagreed, and 37 per cent expressed a neutral or no opinion response.

Table 66

(61) ROTC SHOULD BE OFFERED ON THE CAMPUS AT THE UNIVERSITY OF OKLAHOMA.

Scale:	Strongly Agree		Agree		Neutral Or No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
College										
Arts and Science	52	30.8	69	40.8	17	10.1	13	7.7	18	10.7
Business	28	70.0	8	20.0	3	7.5	1	2.5	0	0.0
Education	9	26.5	14	41.2	4	11.8	3	8.82	4	11.8
Engineering	22	36.1	24	39.3	4	6.6	4	6.6	7	11.5
*ROTC	24	88.9	1	3.7	1	3.7	0	0.0	1	3.7

$$DF = 16 \quad \chi^2 = 53.290; P < .001$$

*ROTC is a department within the College of Arts and Science.

Table number 66 summarizes the data gathered concerning statement number 60. There were 79 per cent of the respondents in agreement with the statement, 12 per cent disagreed, and 9 per cent expressed a neutral or no opinion response.

Table 67

(62) ROTC COURSES SHOULD BE EVALUATED IN THE SAME MANNER AS COURSES IN OTHER DEPARTMENTS WHEN THEY ARE BEING CONSIDERED FOR ACADEMIC CREDIT.

Scale:	Strongly Agree		Agree		Neutral Or No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
College										
Arts and Science	61	36.1	48	28.4	19	11.2	24	14.2	17	10.1
Business	16	40.0	16	40.0	2	5.0	6	15.0	0	0.0
Education	10	29.4	15	44.1	2	5.9	4	11.8	3	8.8
Engineering	19	31.2	25	41.0	5	8.2	6	9.8	6	9.8
*ROTC	19	70.4	7	25.9	1	3.7	0	0.0	0	0.0

$$DF = 16 \quad \chi^2 = 27.599; P < .05$$

*ROTC is a department within the College of Arts and Science.

Table number 67 summarizes the data gathered concerning statement number 62. There were 70 per cent of the respondents in agreement with the statement, 21 per cent disagreed, and only 9 per cent expressed a neutral or no opinion response.

Table 68

(63) THE UNIVERSITY ADMINISTRATION CONTROLS THE APPOINTMENT OF PERSONNEL TO THE MILITARY DEPARTMENTS. THIS LENDS SUPPORT FOR THE COURSES OFFERED IN THAT DEPARTMENT TO BE APPROVED FOR FULL ACADEMIC CREDIT.

Scale:	Strongly Agree		Agree		Neutral Or No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
College										
Arts and Science	15	8.9	41	24.3	35	20.7	47	27.8	31	18.3
Business	7	17.5	11	27.5	10	25.0	10	25.0	2	5.0
Education	4	11.8	14	41.2	5	14.7	6	17.7	5	14.7
Engineering	5	8.2	16	26.2	15	24.6	19	31.2	6	9.8
*ROTC	16	59.3	8	29.6	3	11.1	0	0.0	0	0.0

$$DF = 16 \quad \chi^2 = 68.163; P < .0001$$

*ROTC is a department within the College of Arts and Science.

Table number 68 summarizes the data gathered concerning statement number 63. There were 38 per cent of the respondents in agreement with the statement, 40 per cent disagreed, and 22 per cent expressed a neutral or no opinion response.

Table 69

(64) THE UNIVERSITY OF OKLAHOMA ROTC PROGRAMS REQUIRE THE STUDENT TO TAKE AN EQUIVALENT OF 20 TO 22 SEMESTER CREDIT HOURS OF WORK. AT LEAST HALF OF THE REQUIRED HOURS SHOULD BE ACCEPTED AS ELECTIVE CREDIT TOWARD A BACHELORS DEGREE IN ANY DEGREE GRANTING COLLEGE OF THE UNIVERSITY.

Scale:	Strongly Agree		Agree		Neutral Or No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
College										
Arts and Science	14	8.3	34	20.1	41	24.3	40	23.7	40	23.7
Business	3	7.5	9	22.5	10	25.0	15	35.0	4	10.0
Education	0	0.0	7	20.6	13	38.2	6	17.7	8	23.5
Engineering	1	1.6	9	14.8	13	21.3	15	24.6	23	37.7
*ROTC	15	55.6	7	25.9	5	18.5	0	0.0	0	0.0

$$DF = 16 \quad \chi^2 = 93.805; P < .0001$$

*ROTC is a department within the College of Arts and Science.

Table number 69 summarizes the data gathered concerning statement number 64. There were 26 per cent of the respondents in agreement with the statement, 48 per cent disagreed, and 26 per cent expressed a neutral or no opinion response.

Table 70

(65) THE ROTC FACULTY MEMBERS AT THE UNIVERSITY OF OKLAHOMA ENJOY FULL ACADEMIC FREEDOM TO JOIN THEIR STUDENTS IN AN OBJECTIVE, INDEPENDENT PURSUIT OF TRUTH AS DO OTHER FACULTY MEMBERS.

Scale:	Strongly Agree		Agree		Neutral Or No Opinion		Disagree		Strongly Disagree	
College	N	%	N	%	N	%	N	%	N	%
Arts and Science	24	14.2	20	11.8	51	30.2	37	21.9	37	21.9
Business	6	15.0	8	20.0	13	32.5	12	30.0	1	2.5
Education	2	5.9	9	26.5	13	38.2	7	20.6	3	8.8
Engineering	6	9.8	12	19.7	24	39.3	14	23.0	5	8.2
*ROTC	15	55.6	9	33.3	2	7.4	0	0.0	1	3.7

$$DF = 16 \quad \chi^2 = 68.599; P < .0001$$

*ROTC is a department within the College of Arts and Science.

Table number 70 summarizes the data gathered concerning statement number 65. There were 29 per cent of the respondents in agreement with the statement, 37 per cent disagreed, and 34 per cent expressed a neutral or no opinion response.

Table 71

(66) MILITARY OFFICERS ARE PROVIDED WITH A COURSE SYLLABUS IN EACH SUBJECT IN WHICH A CADET OR MIDSHIPMAN SHOULD RECEIVE INSTRUCTION IN ORDER TO ATTAIN A MINIMUM LEVEL OF EDUCATIONAL EXPERIENCES TO QUALIFY FOR A COMMISSION. THESE PROCEDURES ARE ESSENTIALLY THE SAME AS THOSE ESTABLISHED FOR ANY PROFESSIONAL COURSE AT THE UNIVERSITY

Scale:	Strongly Agree		Agree		Neutral Or No Opinion		Disagree		Strongly Disagree	
College	N	%	N	%	N	%	N	%	N	%
Arts and Science	10	5.9	32	18.9	66	39.1	28	16.6	33	19.5
Business	4	10.0	10	25.0	15	37.5	9	22.5	2	5.0
Education	0	0.0	9	26.5	12	35.3	9	26.5	4	11.8
Engineering	3	4.9	13	21.3	24	39.3	12	19.7	9	14.8
*ROTC	13	48.6	7	25.9	7	25.9	0	0.0	0	0.0

$$DF = 16 \quad \chi^2 = 70.815; P < .0001$$

*ROTC is a department within the College of Arts and Science.

Table number 71 summarizes the data gathered concerning statement number 66. There were 27 per cent of the respondents in agreement with the statement, 34 per cent disagreed, and 39 per cent expressed a neutral or no opinion response.

"The ROTC programs help to integrate and promote the four major goals of undergraduate education as stated in 'The Plan for the University,' one of which is stated below."

Table 72

(67) TO PREPARE THE STUDENT THROUGH BROAD AND INTENSIVE STUDY OF A GIVEN FIELD FOR A CAREER IN THAT OR A RELATED FIELD.

Scale:	Strongly Agree		Agree		Neutral Or No Opinion		Disagree		Strongly Disagree	
College	N	%	N	%	N	%	N	%	N	%
Arts and Science	17	10.1	57	33.7	46	27.2	31	18.3	18	10.7
Business	9	22.5	21	52.5	7	17.5	3	7.5	0	0.0
Education	2	5.9	20	58.8	5	14.7	5	14.7	2	5.9
Engineering	5	8.2	26	42.6	15	24.6	8	13.1	7	11.5
*ROTC	18	66.7	8	29.6	1	3.7	0	0.0	0	0.0

$$DF = 16 \quad \chi^2 = 84.063; P < .0001$$

*ROTC is a department within the College of Arts and Science.

Table number 72 summarizes the data gathered concerning statement number 67. There were 52 per cent of the respondents in agreement with the statement, 24 per cent disagreed, and 24 per cent expressed a neutral or no opinion response.

"The ROTC programs help to integrate and promote the four major goals of undergraduate education as stated in 'The Plan for the University,' one of which is stated below."

Table 73

(68) TO BROADEN HIS WHOLE INTELLECTUAL HORIZON AND MAKE HIM A CONCERNED AND RESPONSIBLE MEMBER OF SOCIETY.

Scale:	Strongly Agree		Agree		Neutral Or No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
College										
Arts and Science	17	10.1	38	22.5	49	29.0	37	21.9	28	16.6
Business	8	20.0	21	52.5	7	17.5	4	10.0	0	0.0
Education	1	2.9	16	47.1	8	23.5	6	17.7	3	8.8
Engineering	5	8.2	26	42.6	15	24.6	7	11.5	8	13.1
*ROTC	21	77.8	5	18.5	1	3.7	0	0.0	0	0.0

$$DF = 16 \quad X^2 = 120.045; P < .0001$$

*ROTC is a department within the College of Arts and Science.

Table number 73 summarizes the data gathered concerning statement number 68. There were 44 per cent of the respondents in agreement with the statement, 30 per cent disagreed, and 24 per cent expressed a neutral or no opinion response.

"The ROTC programs help to integrate and promote the four major goals of undergraduate education as stated in 'The Plan for the University,' one of which is stated below."

Table 74

(69) TO DEMONSTRATE TO HIM THE RELEVANCE OF HIS STUDY TO REALITY AND LIFE.

Scale:	Strongly Agree		Agree		Neutral Or No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
College										
Arts and Science	16	9.5	44	26.0	58	34.3	25	14.8	26	15.4
Business	9	22.5	16	40.0	10	25.0	5	12.5	0	0.0
Education	2	5.9	16	47.1	8	23.5	6	17.7	2	5.9
Engineering	4	6.6	24	39.3	16	26.2	9	14.8	8	13.1
*ROTC	19	70.4	7	25.9	1	3.7	0	0.0	0	0.0

$$DF = 16 \quad \chi^2 = 95.185; P < .0001$$

*ROTC is a department within the College of Arts and Science.

Table number 74 summarizes the data gathered concerning statement number 69. There were 44 per cent of the respondents in agreement with the statement, 25 per cent disagreed, and 31 per cent expressed a neutral or no opinion response.

"The ROTC programs help to integrate and promote the four major goals of undergraduate education as stated in 'The Plan for the University,' one of which is stated below."

Table 75

(70) TO MAKE HIS LEARNING PROCESS A SUSTAINING SOURCE OF JOY.

Scale:	Strongly Agree		Agree		Neutral Or No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
College										
Arts and Science	13	7.7	18	10.7	65	38.5	38	22.5	35	20.7
Business	7	17.5	13	32.5	14	35.0	5	12.5	1	2.5
Education	1	2.9	11	32.4	7	20.6	12	35.3	3	8.8
Engineering	4	6.6	16	26.2	22	36.1	9	14.8	10	16.4
*ROTC	14	51.9	6	22.2	7	25.9	0	0.0	0	0.0

$$DF = 16 \quad \chi^2 = 87.202; P < .0001$$

*ROTC is a department within the College of Arts and Science.

Table number 75 summarizes the data gathered concerning statement number 70. There were 32 per cent of the respondents in agreement with the statement, 29 per cent disagreed, and 39 per cent expressed a neutral or no opinion response.

Demographic Information

At the end of each questionnaire, several questions were asked relating to demographic information. These questions varied from one group to another. However, the students, ROTC and non-ROTC, all received the same questionnaires. Likewise, the parents all received questionnaires asking for the same personal data, and all five of the college faculties received like questionnaires.

The demographic information received from the respondents is presented in tables 76 through 88. Table 76 through 78 show the information received on the non-ROTC and ROTC students.

Table 76

RACE OF ROTC
AND NON-ROTC STUDENTS

Race	non-ROTC	ROTC
White	149	120
Negro	1	0
Indian	0	2
Other	1	2

It is very obvious from Table 76 that the student sample is predominantly White. A little more than 2 per cent were some race other than White.

The ages of the two student groups are given in Table 77. While the non-ROTC students had 5 1/2 per cent who were over 24 years old, the ROTC students reported no one as being over

24 years old, and only one as being 23 years old.

Table 77

AGE OF ROTC
AND NON-ROTC STUDENTS

Age	non-ROTC		ROTC	
	N	%	N	%
≤ 19	60	40.00	53	42.74
20	69	46.00	60	48.39
21	1	.06	8	6.45
22	4	2.65	2	1.61
23	4	2.65	1	0.81
≥ 24	13	8.50	0	0.00

Table 78 presents the data concerning the marital status of the two groups of students.

Table 78

MARITAL STATUS OF ROTC AND
NON-ROTC STUDENTS

Marital Status	non-ROTC		ROTC	
	N	%	N	%
Single	124	82.12	116	93.55
Married	26	17.22	7	5.65
Divorced	1	0.66	1	0.80

Tables 79 through 83 give the demographic data collected on the two groups of parents. Table 79 shows the percentage and numbers for each group.

Table 79

RACE OF THE PARENTS OF NON-ROTC
AND ROTC STUDENTS

Race	Parents of non-ROTC students		Parents of ROTC students	
	N	%	N	%
White	76	98.70	89	98.88
Negro	1	1.30	0	0.00
Indian	0	0.00	1	1.12
Other	0	0.00	0	0.00

The parent's race percentages are somewhat commensurate with the student percentages.

Table 80 shows a breakdown of the educational level of the parents of the two groups. Over 43 per cent of the ROTC parents had college degrees, while only 41 1/2 per cent of the non-ROTC parents had college degrees. The biggest difference was in the per cent who had attended graduate school. The figures were 10 and 25.55 per cent for the ROTC parents and 22.08 and 31.17 per cent for the non-ROTC parents. At all other levels, the ROTC parents had more education than the non-ROTC parents.

Table 80

EDUCATIONAL LEVEL OF THE PARENTS OF
NON-ROTC AND ROTC STUDENTS

Level of Educa- tion	non-ROTC				ROTC			
	Mother		Father		Mother		Father	
	N	%	N	%	N	%	N	%
Elem.	3	3.89	4	5.20	4	4.45	5	5.56
H.S.	25	32.47	20	37.66	38	42.22	28	31.11
Col.	32	41.56	29	25.97	39	43.33	34	37.78
Grad.	17	22.08	24	31.17	9	10.00	23	25.55

The population of the hometown of each of the parents is given in table 81.

Table 81

HOMETOWN POPULATION OF THE PARENTS OF
NON-ROTC AND ROTC STUDENTS

Pop. in thous- ands	non-ROTC		ROTC	
	N	%	N	%
0-1	3	3.33	6	7.79
1-5	9	10.00	8	13.90
5-10	4	4.44	6	7.79
10-25	15	16.67	11	14.29
25-75	17	22.08	25	27.78
≥ 75	29	32.22	34	44.16

The only major difference in the hometown population of the two groups is in the area of city size from 25,000 to

75,000. From the non-ROTC group of parents, 22.08 per cent came from cities of this size, while 27.78 per cent of the ROTC parent group came from cities of this size.

An analysis of total family income is presented in Table 82. The major difference in the two groups is in the area of income from \$5,000-\$10,000. A higher per cent of ROTC parents had incomes in the \$5,000-\$10,000 category than did the parents of non-ROTC students.

Table 82

TOTAL FAMILY INCOME OF THE PARENTS OF
NON-ROTC AND ROTC STUDENTS

In thou- sands of dollars	non-ROTC		ROTC	
	N	%	N	%
3-5	5	6.55	8	4.10
5-10	29	33.22	42	54.55
10-15	22	25.44	17	22.08
≥ 15	21	24.22	21	27.27

Table 83 shows the amount the parents contributed to each child in college. There was no appreciable difference between the two groups of parents. However, the parents of ROTC students did contribute a little more financial help toward their children's college education than did non-ROTC students parents.

Table 83

PARENTAL CONTRIBUTION TOWARD COLLEGE EDUCATION
ROTC AND NON-ROTC STUDENTS PARENTS

In hund- reds of dollars	non-ROTC		ROTC	
	N	%	N	%
0-5	16	20.78	10	11.11
5-10	11	14.28	20	22.22
10-15	11	14.28	22	24.44
≥ 15	39	50.65	37	42.23

Tables 84 and 88 show the demographic information taken from the faculty questionnaires. Faculty members from the five colleges polled were asked for their (1) race, (2) age, (3) marital status, (4) highest degree completed, and (5) rank.

Table 84 shows the racial numbers and percentages of the faculty.

Table 84

RACE OF FACULTY PARTICIPANTS

Race	N	%
White	324	98.18
Negro	3	.91
Indian	1	.30
Other	2	.61

Table 85 shows the age distribution of the faculty population. The greatest percentage was in the age category 30-35 years and the least percentage was in the category of 56-60 years.

Table 85

AGE OF FACULTY PARTICIPANTS

Age	N	%
≤ 30	27	8.18
30-35	89	26.97
36-40	52	15.67
41-45	37	11.21
46-50	31	9.39
51-55	37	11.21
56-60	20	5.85
≥ 60	38	11.52

Table 86 presents the marital status of the faculty. A total of 90.30 per cent of the faculty were married while only 7.57 per cent were single and 2.13 per cent were divorcees.

Table 86

MARITAL STATUS OF FACULTY PARTICIPANTS

Marital Status	N	%
Single	25	7.57
Married	298	90.30
Divorced	8	2.13

Table 87 shows the highest academic attainment level of the participating faculty. A surprising 78.48 per cent had received doctorates while only 7.28 per cent had a bachelor's degree.

Table 87

ACADEMIC ACHIEVEMENT LEVEL OF FACULTY

Highest Degree	N	%
Bachelors	26	7.28
Masters	47	14.24
Doctorate	259	78.48

The final table of demographic information concerning the faculty shows the faculty rank achieved by the participants. This table would indicate that several of those who hold the rank of assistant professor or above have only a bachelor's degree.

Table 88

ACADEMIC RANK OF FACULTY PARTICIPANTS

Rank	N	%
Professor	135	40.91
Assistant Professor	119	36.06
Associate Professor	77	23.03

Unsolicited General Comments from Respondents

Many unsolicited comments were added to the returned questionnaires by respondents. Representative samples are indicated in the following excerpts from faculty responses:

"I am very much interested in the problem and welcome the opportunity to participate."

"Thank you for sending the questionnaire; the research should throw some light on what appears to be a number of very confused attitudes in the United States. However, I am not a U. S. citizen and I feel I should not venture to express opinions that are concerned with a matter which is very close to Americans."

"I would be quite interested in the results of your study if they are to be made available."

"How about making a summary available to respondents??"

"I think ROTC should be on campus and be more academic than it is. Also allow instructors to speak out. If you want to be academic, then accept the responsibilities."

"I favor ROTC concept in general; however, I would restructure it."

"I think there is a danger if the military men do not have some sort of civilian background and experience, such as a liberal arts university. I think that taking naive 18 yr. olds into military programs such as ROTC when their minds are still very impressionable is really a poor policy."

"I am in favor of the ROTC under some closely circumscribed conditions - i.e., I do believe that most of our officers should be drawn from civilian universities. On the other hand, I am highly suspicious of the DOD propaganda machine, and this material looks as if it were put out in Washington."

"ROTC should not have academic status. It should be on campus as an organization, not a department. ROTC faculty should be university staff--not faculty. Students should be able to drop ROTC at any time without penalty, even in the last year and on the last day before commissioning."

"I do not believe in ROTC on any campus and the questionnaire does not lend itself to consistency in answering all questions in light of this."

Many of the parents of ROTC students made comments on their returned questionnaires; however, since it is impossible to include all of them, there is one which seems representative of their expressions. It follows:

"With a son enrolled in ROTC, by his own choice, I feel that it is a very important part of his education, and as a parent I am more than pleased and proud of him for his decision in this matter. Training areas of our military have saved our country in two World Wars, and the security of our country rests with training the civilian to be a soldier or sailor in time of emergency."

Comments from non-ROTC students were not frequent, but varied through the continuum from very favorable to very unfavorable in about equal numbers. Comments from the other groups were practically non-existent.

Unsolicited Comments on Specific Questionnaire Items

A review of the returned questionnaires revealed that some of the respondents added comments to certain questions. The statements which were commented on most frequently and a synopsis of those comments follows:

Statement #7: Those who commented on this statement indicated that ROTC was a desirable method for the production of officers, but perhaps not the most desirable method. This comment was made some 175 times and came primarily from the faculty members.

"I am not against ROTC at all, but I view it as an extra-curricular training rather than as an academic subject."

"My only source of discomfort with ROTC is in the selection of instructors. Do you know, for example, if the administration has ever turned down an applicant sent to them by division headquarters? Other academic departments typically go through a pain-staking search for the "right" individual to fill a faculty position. Often several people are interviewed (each highly recommended) before selection is made. For a position such as director of a school or dean of a college, a search committee spends literally hundreds of hours in the process."

"I strongly favor ROTC because of question #3. But to make it academically acceptable will require a new organization process."

"I am a graduate of the University of Oklahoma and was commissioned as a graduate of the University's ROTC program. Unless the program has changed substantially in the past decade, I would have to consider it less challenging academically than normal university work. The need for ROTC programs on college and university campuses is obvious. The need to integrate ROTC programs completely into academic affairs is dubious. The nature of the curriculum, its goals, and the brief tenure of its faculty do not coincide with the general nature, goals, and faculty tenure of the rest of the university. Professional soldiers and professional educators are not the same."

"ROTC students frequently are immature and use "Drill" and other ROTC functions as excuses for lateness and early dismissal from classes. If conflicts exist, they should enroll in other sections or drill should be on Saturdays or in the evening."

"I am very negative toward ROTC even though I hold a Reserve Commission which came through an ROTC program."

"I have no objection to ROTC on campus as long as it carries no academic credit and is strictly voluntary. If that were the case, the programs could be pretty much run the way they wanted to."

Statement #14: Those who commented indicated that whether an instructor was an officer or a non-commissioned officer should be the least important of the selection criteria. Their feelings were that background, training and academic preparation of the instructor was much more important.

Statement #27: This statement, although it was extracted directly from an article in the literature I researched, is without question a false premise. The Constitution of the United States does not make such a restriction. This statement, although not questioned by many of the respondents, is a mis-representation.

Statement #29: Some twenty-five respondents indicated that, although they did not necessarily support this premise, they felt if drill were held to a minimum or taken off campus that ROTC would gain greater acceptance on the campus of the University of Oklahoma.

Statement #35: Many respondents pointed out that this was a two part question. In order for a respondent to have an agree answer, he must agree with both parts of the statement. 1. ROTC should be on the campus, and 2. Drill should be removed from the campus. No other inference can be drawn from this statement concerning the proper place to conduct drill or the acceptability of ROTC on the campus at the University of Oklahoma

CHAPTER V
SUMMARY, FINDINGS AND CONCLUSIONS

The Problem

The primary purpose of the study was to compare the attitudes of students, parents, and faculty members at the University of Oklahoma toward the ROTC programs at the University. Five sample groups were identified for the purpose of determining whether any differences existed between the attitudes of the groups toward the ROTC programs at the University of Oklahoma. The five sample groups were (1) ROTC Sophomore boys, (2) non-ROTC Sophomore boys, (3) parents of group #1, (4) parents of group #2, and (5) faculty members from the Colleges of Arts and Science, Business, Education, and Engineering who held the rank of professor, associate professor, or assistant professor.

The study was conducted during the spring term of the 1969-70 academic year. At that time the instruments which were used to compare attitudes were mailed to the sample population. Questionnaires were sent to 1040 subjects and a total of 773 were returned in usable form. Responses from the sample groups ranged from 66 per cent to 93 per cent, with a total sample return of 74 per cent.

The Design and Procedure of the Study

A 70-item questionnaire was developed and was made up primarily of statements which were drawn from current ROTC literature consisting of periodicals, newspapers, faculty committee reports, press conferences, statements of defense department officials, and speeches which have been made both in support of and in opposition to the ROTC programs.

The first fifty statements were sent to all groups for their responses. The last twenty questions were sent only to the faculty group. Individuals were asked to indicate the extent to which they agreed or disagreed with the statement. Responses were indicated on a five-point scale. The chi-square statistic was used in analyzing the data and the .05 level of confidence was used to determine statistical significance. However, when a more stringent level was obtained, it was reported.

Statements 51 through 70 of the questionnaire which were included only on the questionnaire sent to the faculty were statistically compared only as a group, and the information was used primarily for the reporting of attitudes.

Major Findings

Areas of General Agreement-Disagreement

In summation of the analyses of responses to the first 50 statements, the amount of agreement-disagreement needed to be shown. Table 89 gives these figures.

Table 89

PRESENTATION OF AGREEMENT-DISAGREEMENT

Groups	Number of Statements Agreed On	Number of Statements Disagreed On
Parents-Parents	25	25
Student-Faculty	17	33
Student-Student	11	39
Faculty-Parent	5	45
Student-Parent	4	46

On the twenty statements which were responded to only by the faculty, there was a significant difference at the .05 level of confidence on all items.

Most agreement on questionnaire statements was between the two parental groups. There was more agreement between students and faculty than between students and students. The area of least agreement was between student and parent. The responses of these two groups to the first 50 statements showed that they disagreed on 46 items. This was almost total disagreement. Perhaps the entire pattern of responses can be summed up by saying; There was disagreement on a large number of the statements by all groups. Despite this fact, however, there was considerable agreement on some of the major areas of the ROTC programs on the University of Oklahoma campus.

Further analysis of the data disclosed the following findings:

1. There was general agreement among the respondents that the purpose of well prepared armed forces should be to protect our basic American freedoms. Ninety per cent of all respondents agreed that a well prepared military force helped keep our country safe from outside attacks. One hundred per cent of the ROTC students' parents expressed this feeling. Fifty-three per cent of the respondents felt that withdrawal of ROTC from the campus would bring added threat to our freedoms.
2. Parents and ROTC students expressed a greater desire for ROTC on campus and the civilian control it exerts on the military than did the faculty and non-ROTC students.
3. All groups viewed officers having their principal education in a civilian educational institution as a factor which lessened the possibility of a military clique overthrowing our government. Eighty-three per cent of the total respondents and 91.6 per cent of the faculty indicated the control of the military by the civilian segment of our society was desirable.
4. All groups felt strongly that participation in the ROTC programs should be completely voluntary.
5. There was wide variation among the groups opinions concerning the academic quality of the ROTC programs.

6. ROTC students and both parent groups expressed more favorable feelings than non-ROTC students and faculty concerning the granting of academic credit for ROTC, the advisability of military men's teaching selected courses, and the granting of credit for "drill" as well as the other areas of the program which are more academic.
7. There was general agreement among all groups concerning the use of academic departments to teach some ROTC courses. None of the groups, however, were overwhelmingly in favor of this practice.
8. Forty-seven per cent of the respondents felt that ROTC programs at the University of Oklahoma had a satisfactory relationship with the university and should continue to operate as they were. Thirty-three per cent of the faculty agreed, and forty per cent indicated a neutral or no opinion response.
9. There was general agreement that the presence of the ROTC uniform on the University of Oklahoma campus did not create a feeling of invasion by the military. Only 28 per cent of all respondents felt there was an atmosphere of invasion. Eighteen per cent of the faculty and 37.7 per cent of the non-ROTC students expressed this concern.
10. All groups except the non-ROTC students believed campus protests against ROTC programs was an organized conspiracy-like operation aimed at diminishing American power and prestige.

11. There was strong agreement that young men who wished to become officers should have an opportunity to do so while in a civilian academic environment.
12. There was little understanding among all groups in regard to the ROTC scholarship selection methods and the opportunity afforded minority races therein.
13. Sixty-one per cent of the faculty agreed that ROTC instructors should be entitled to enjoy all the rights and duties of the faculty. However, only 37 per cent expressed opinions that ROTC instructors should have academic rank.
14. The faculties overwhelmingly endorsed the offering of ROTC on the University of Oklahoma campus and indicated that ROTC courses should be evaluated for academic credit in the same manner as courses offered by other departments.
15. The faculties of the four colleges included in the study felt that the ROTC faculty did not have academic freedom commensurate with their position.
16. It was generally agreed that the ROTC programs did help to integrate and promote the major goals of undergraduate education as stated in "The Plan for the University."
17. Thirty-five per cent of the total respondents and 40 per cent of the faculty considered ROTC to be the most desirable method of officer preparation.
18. Seventy-seven per cent of all respondents felt the Federal government should pay the university for the major institutional costs of the ROTC programs.

19. Eighty-two per cent of the ROTC students, 73 per cent of the non-ROTC students parents, and 89 per cent of the ROTC students parents favored academic status for the ROTC programs. Only 39 per cent and 37 per cent of non-ROTC students and faculty respectively favored this premise. Forty-six per cent of the faculty disagreed or strongly disagreed.
20. Both parent groups and the ROTC students felt that ROTC taught discipline, leadership, and the ability to get along with people to a greater degree than did faculty and non-ROTC students. The faculty accepted these premises more strongly than did non-ROTC students.
21. Sixty-nine per cent of all respondents indicated it was acceptable for adequately qualified, active military personnel to teach courses concerned with political and policy content. Fifty-six per cent of the faculty were in agreement.
22. More than 60 per cent of all groups agreed that the military science departments should have the same right as other departments to make their own rules concerning curriculum requirements, course content, and the like. Ninety-four per cent of the ROTC students and 61 per cent of the faculty responded agreeably.

Conclusions

Through an analysis of the data, the following conclusions were reached:

1. There was a predominantly favorable attitude among the groups toward ROTC activities on the University of Oklahoma campus.
2. It was evident that there was little knowledge among the respondents concerning activities of the ROTC such as recruiting policies, scholarship selection methods, and curriculum-establishing methods and activities.
3. The faculty was heavily in favor of the retention of ROTC on the University of Oklahoma campus. Therefore, such substantial faculty support would make more likely the successful operation of ROTC programs on the campus especially since all other sampled groups indicated favorable attitudes toward its retention.
4. It was concluded that the so-called generation gap between parents and students was quite apparent regarding views of parents and students on items in this study since the greatest degree of disagreement between groups existed between the parent-student groups.
5. It was concluded that there was substantially more disagreement than agreement on items in this study when student-faculty, student-student, faculty-parent, and student-parent groups were compared.
6. It was also concluded that all groups were in agreement regarding significant items in the study such as the

retention of ROTC on the campus, the need for military officers trained in a civilian educational atmosphere and the importance of the United States maintaining a strong military force.

7. The United States involvement in the Viet Nam war was largely responsible for the campus demonstrations against the ROTC programs.
8. From a careful analysis of the literature and responses both solicited and unsolicited in the study, the following changes would result in improved ROTC programs if they are retained on the campus.
 - a. Longer tenure of Administrative and instructional staff in the ROTC programs.
 - b. Payment of major institutional costs by the Federal government.
 - c. Modification of program regulations revolving around "Drill".
 - d. Utilizing to a higher degree the resources of basic campus academic units in portions of the ROTC programs.
 - e. Utilization of an appropriate ROTC program evaluating-coordinating campus committee consisting of faculty, administration and ROTC representatives.

Implications for Further Research

One of the more obvious areas for further research is in the area of making the ROTC curriculum more contributive to the total academic environment of the University of Oklahoma. The theses was expressed that the ROTC courses should be integrated into the curricula of other colleges in terms of faculty participation through team teaching which

would utilize both a civilian and military instructor to teach courses concerned with political and policy content. The most important reason expressed for this lack of integration was the frequent rotation of ROTC administration and teaching personnel.

Research in the area of coordinating the curriculum with the curricula of other colleges could probably be effected by conducting a study of the course offerings of each college suitable for possible inclusion in the ROTC program. A study of this type could be conducted by using 7 groups of subjects; (1) Freshman students currently enrolled in ROTC; (2) Sophomore students currently enrolled in the ROTC program; (3) Junior students currently enrolled in the ROTC program; (4) Senior students currently enrolled in the ROTC program; (5) non-ROTC students who were formerly ROTC program participants; (6) ROTC faculty; and (7) non-ROTC faculty. These groups could all be selected by using a system of stratified-random sampling.

All subjects who were randomly selected could be contacted for participation in the study. After the initial contacts had been made and the samples established, a structured interview would be conducted. During this interview each participant would be asked to give his opinion of each course currently being taught in the ROTC program. All ROTC-student subjects would be asked to tell how the ROTC courses taken had coordinated with other coursework, and

what, if any, benefit the subject had derived from the ROTC courses. The final section of the interview would deal with possible course changes suggested by the subject. The same type of interview could be conducted for ROTC faculty and non-ROTC faculty with the exception of asking faculty members for changes that would be applicable in facilitating the integration of the different college curricula.

A second area for possible research in the future would be the expansion of the sample to include Freshmen, Junior, and Senior ROTC students and non-ROTC students, as well as feminine subjects.

SELECTED BIBLIOGRAPHY

SELECTED BIBLIOGRAPHY

Books and Pamphlets

- Beman, Lamar T., Military Training Compulsory in Schools and Colleges, New York: The H. W. Wilson Company, 1926.
- Clark, Bradsley, and Haslacher, Utah Education Association: Poll of Member Opinions, Salt Lake City: Utah Education Association, January, 1960.
- Eddy, Edward D., Jr. Colleges for Our Land and Time, New York: Harper & Brothers, 1957.
- Harris, Chester W., (ed.), Encyclopedia of Educational Research, 3rd ed., New York: The MacMillan Company, 1961.
- Lyons, G. and Mashland, J., "Role of Colleges and Universities in ROTC Programs," 1960: Education and Military Leadership - A Study of ROTC, 1959: "A Proposed Senior Division Army ROTC Curriculum," 1965 (a report of the Merghon Center for Education in National Security, Ohio State University.)
- Lyons, Gene M. and Mashland, John W., Education and Military Leadership, Princeton New Jersey: Princeton University Press, 1959.
- Masland, John W., and Radway, Laurence I. Soldiers and Scholars, Princeton, New Jersey: Princeton University Press, 1957.
- Parten, Mildred, Surveys, Polls, and Samples: Practical Procedures, New York: Cooper Square Publishers, Inc., 1966.
- ROTC, Bulletin. Washington, D. C.: Government Printing Office, 1970.

- Rivlin, Harry N., (ed.), Encyclopedia of Modern Education, New York: The Philosophical Library, Inc., 1943.
- Rummel, J. Francis, An Introduction to Research Procedures in Education, New York: Harper & Brothers, 1958.
- "Small-Sample Techniques," NEA Research Bulletin, XXXVIII, December, 1960.
- Take Command of Your Future, Washington, D. C.: U. S. Government Printing Office, 1968.

Periodicals and Articles

- Army Digest, Editorial, April, 1969.
- Buckley, William F., Jr. "The ROTC Game," National Review, June 3, 1969, Vol. 21, p. 558.
- Carr, William G. "Military Training in Our Schools," Nations Schools, September, 1929.
- "Despite Some ROTC Setbacks--", U. S. News and World Report, February 17, 1969, Vol. 66, p. 14.
- Graham, David and Jackson, Jim "ROTC Takes Drop in State", The Daily Oklahoman, September 28, 1969, p. 12
- Houston, Pat, "ROTC--Rethought", The Oklahoma Daily, January 9, 1969, p. 4.
- Jackson, Jim "Should ROTC Be Taken Off Campus?," The Daily Oklahoman, May 11, 1969.
- Lewis, William M., Washington Star, December 17, 1925.
- Lynch, Frederick, "Dr. Cadman on Military Training in the Schools," Christian Century, May 26, 1926.
- "Military Training: A Campus Revolt," U. S. News and World Report, February 1, 1960, Vol. 48, p. 62.
- New York Times, January 31, 1969: 1:5.
- New York Times, March 13, 1969, 11:1.

- Pitts, Teresa, "Picnic to Protest ROTC, Vietnam War Today," Oklahoma Daily, May 13, 1969.
- "Protests Shut 224 Colleges", Associated Press Release, The Daily Oklahoman, May 8, 1970.
- "ROTC Endorsed by 103 Schools," The Daily Oklahoman June 25, 1969.
- "ROTC: The Protesters' Next Target", Time, March 7, 1961, Vol. 93, p. 54.
- "ROTC: Under Fire But Doing Fine", U. S. News and World Report, May 19, 1969, Vol. 66, p. 38.
- Root, Robert Cromwell, "Military Training in Schools: Twelve Objections," Advocate of Peace, April, 1969.
- Scientific American, Editorial, December 18, 1915.
- The Daily Oklahoman, July 16, 1969.
- The Daily Oklahoman, Tuesday, April 29, 1969.
- The Oklahoma City Times, May 14, 1970.
- Tomlinson, Kenneth Y., "ROTC Under Attack," Readers' Digest, November, 1969.
- Weidenbusch, Albert C., Colonel, "The Academic Question-- ROTC," Vital Speeches of the Day, July 1, 1969.

Reports

- Giles, B. A., 1Lt. Commander, AGC, Asst AG, Report before a faculty meeting,--Department of the Army, Headquarters Fourth United States Army, Fort Sam Houston, Texas, September 28, 1969.
- Leatherman, C. D. "Report of ROTC Conference," Headquarters, U. S. Continental Army Command, Fort Monroe, Virginia, January 15, 16, 1969.
- "Report from the House Armed Services Committee," Representative F. Edward Herbert, chairman. Washington, D. C., October 5, 1969.
- "Report of Cornell's Presidential Committee on Military Training," School and Society, April, 1969.

"Report of the Committee to Study ROTC at Cornell University," Vice Provost W. Keith Kennedy, chairman. Cornell University, September 23, 1968.

"Report of the Special Committee on ROTC to the Secretary of Defense," Dr. George C. Benson, chairman, Washington, D. C., September 22, 1969.

Other Sources

Coolidge, Calvin, President, Address Delivered Before the American Legion Convention, Omaha, Nebraska, October 6, 1925.

Giles, B. A., Speech before Fordham University Faculty Meeting, Fordham University, September 27, 1968.

Journal of the University Senate, University of Oklahoma, May 12, 1970.

Journal of the University Senate, University of Oklahoma, April 27, 1970.

O'Brien, Matthew C., Hearings Before the House Committee, 1925.

Randall, Charles H., Congressional Record Appendix, May 23, 1916.

Telephone call to Glen Robinson, Assistant Director, Research Division, National Education Association, 1201 Sixteenth Street, N. W. Washington 6, D. C.

U. S., Statutes at Large, Vol. I.

U. S. Statutes at Large, Vol. 39.

U. S. Statutes at Large, Vol. 41.

U. S. Statutes at Large, Vol. 78.

United States Government Office. Washington, D. C.: Government Printing Office, 1970.

United States Department of Defense Press Briefing,
Quotation by the Honorable Roger T. Kelley,
The Pentagon, Washington D. C., Tuesday, April
29, 1969.

Woods, Albert F., Hearings before the House Committee,
1926.

Unpublished Dissertations and Theses

Ishee, Cuthbert, "A Study of Variance of Attitudes Between
Teachers and Mental Hygienists Toward Problems of
Emotional Disturbances of Young Adolescents."
Unpublished Ed.D. Dissertation, University of North
Carolina, 1968.

Miller, Jack E. "A Study of the Attitudes of Oklahoma Public
School Elementary and Secondary Classroom Teachers
and Public School District Superintendents Toward
the Oklahoma Education Association." Unpublished
Ed.D Dissertation, University of Oklahoma, 1964.

Smith, Patrick Byrnes, "A Comparison of the Perceptions of
Students, Parents, Faculty, Student Personnel
Administrators, and Apartment Owners Concerning the
Responsibility of the University Toward the Student's
Off-campus Living Situation." Unpublished Ed.D.
Thesis, Michigan State University, 1968.

APPENDICES

APPENDIX A

STUDENT, PARENT, AND FACULTY COVER SHEETS

COVER SHEET

UNIVERSITY OF OKLAHOMA
Department of Military Resident Centers--O. C. C. E.

QUESTIONNAIRE CONCERNING YOUR ATTITUDES TOWARD THE RESERVE OFFICERS TRAINING CORPS (ROTC) PROGRAMS AT THE UNIVERSITY OF OKLAHOMA

The purpose of this questionnaire is to obtain your attitude toward the ROTC programs on the University of Oklahoma Campus.

Your responses will be used to make a statistical comparison of the attitudes of the following groups being asked to respond to the first 50 questions. The last 20 questions are being sent only to group #4 and will be used for a comparison of the attitudes of one college faculty with the attitudes of another.

- 1) Sophomore ROTC students at O. U.
- 2) Sophomore students not in ROTC at O. U.
- 3) Parents of groups #1 and #2.
- 4) Faculties of the colleges of Arts and Science, Business, Education, Engineering and the Department of Military Science.

Each statement on the attached questionnaire pertains to a phase of the ROTC program which has been attacked or which has been put forth in support of ROTC programs throughout our country in recent months. Will you please read each statement carefully and express your belief, opinion, judgment, or attitude concerning each. It is important that you respond to every item. Be assured that the information will be used for research purposes only. Individuals or individual responses will not be identified.

To indicate the extent to which you agree or disagree, please use a scale from 1 to 5 as follows:

Strongly agree	1
Agree	2
Neutral or No Opinion	3
Disagree	4
Strongly Disagree	5

For example, if you agree strongly with a statement, you would write 1 in the space preceding the statement. If you disagree with a statement, but do not strongly disagree, you would write 4 in the space, etc.

SUGGESTION

This instruction sheet may be detached and set to one side to facilitate your responses to the items on the questionnaire.

REQUEST

Please complete the personal data sheet which is included as a part of the questionnaire.

APPENDIX B

PORTION OF INSTRUMENT MAILED TO ALL PARTICIPANTS IN THE STUDY

Q U E S T I O N N A I R E

PART I--The following statements concern the role of the military services in the United States and the participation of the ROTC in the preparation of military officers.

- ___ 1. In our nation the armed forces should be the servant of the people, designed and trained exclusively to protect our basic human freedoms.
- ___ 2. A well prepared military force is an important factor that prevents the United States from being attacked by other countries.
- ___ 3. Having officers in our military services who have had their principal education in a civilian educational institution lessens the possible peril of a professional military clique or internal plot by the military professional to overthrow our Government.
- ___ 4. The control of the military by the civilian segments of our society is desirable.
- ___ 5. ROTC units on the campuses of our colleges and universities are of great importance to the National Defense of our country.
- ___ 6. The effectiveness of this nations military force depends on the efficiency of the officer corps.
- ___ 7. ROTC is the most desirable method available for training officers for our military services.
- ___ 8. The opportunity for colleges to participate in the education of the nation's young officers through ROTC is a meaningful contribution to the American concept of civilian control of the military.
- ___ 9. The fact that we elected President Eisenhower who was a military academy (West Point) graduate adds strength to the idea that our military reflects the same major values as our civilian society.
- ___ 10. If the ROTC were withdrawn from the campus, there would be added danger to our freedoms because of the loss of representative civilian oriented officers.
- ___ 11. The host institution should actively support recruiting efforts of ROTC units.
- ___ 12. The federal government should pay the university for the institutional costs of the ROTC programs.

PART II-- The following statements concern the ROTC Curriculum.

- ☐ 13. Participation in the ROTC programs should be completely voluntary.
- ☐ 14. Military classroom teaching should not be performed by non-commissioned officers.
- ☐ 15. ROTC should be given the status of an academic program organized in the academic structure of the university.
- ☐ 16. The academic quality of the ROTC course compares favorably with other courses in most departments on the same class level at the University of Oklahoma.
- ☐ 17. The ROTC programs teach a degree of self-discipline that the non-ROTC student does not normally acquire during his college experience.
- ☐ 18. The ROTC programs develop leadership ability in a student that the non-ROTC student does not normally develop during his college experience.
- ☐ 19. The ROTC programs develop the ability to "Get along with people" to a greater degree than that normally acquired by the non-ROTC student during his college experience.
- ☐ 20. ROTC offers as much opportunity as other professions (medicine, law, teaching, etc.) for a career of service and personal fulfillment.
- ☐ 21. Academic credit for required ROTC academic courses should be granted on the same "in classroom time" basis as courses in other departments.
- ☐ 22. Academic credit should be given for "Drill" which is defined by the ROTC curriculum as a laboratory for the practical application of leadership training.
- ☐ 23. It would be desirable for the University of Oklahoma to utilize the academic departments of History and Political Science to teach World Military History, World Politics and International Strategy.
- ☐ 24. It is acceptable for adequately qualified active Military Personnel to teach courses concerned with political and policy content such as History and National Security within the ROTC curriculum.
- ☐ 25. There should be a cooperative effort between the military services and each individual university in developing the ROTC curriculum.
- ☐ 26. The University should provide an "ROTC Coordination Committee" to enhance the academic standing and the working relationships of the ROTC Departments with other Departments of the University.

- ___ 27. By our Constitution, individual officers are constrained against public statements detrimental to established national policy. These restraints on the ROTC instructor are detrimental to his ability to function in a climate of academic freedom.
- ___ 28. The Military Science Department should have the same right as other departments to make their own rules concerning curriculum requirements, course content, and the like.
- ___ 29. The local ROTC Administration should be given the authority to determine how much drill should be taught in the curriculum and where and when it should be held.
- ___ 30. The ROTC programs should relieve the college student of some of the drill and indoctrination associated with the program so that he can concentrate more effectively on the academic aspects of his college program.
- ___ 31. Each degree granting college at the University of Oklahoma should determine the amount of academic credit to be granted for ROTC courses and applied toward fulfilling electives in their degree requirements.
- ___ 32. The Problems of National Defense and the Role the military has had in the development of the United States are areas of the ROTC program which are relevant to the educational background of all United States Citizens.
- ___ 33. ROTC courses should be open for enrollment to all students of the University Community just as a course offered in any other department.
- ___ 34. The ROTC programs on the University of Oklahoma campus have a satisfactory relationship with the University and should continue to operate as it is at present.
- ___ 35. The ROTC programs should continue to be offered on the University of Oklahoma Campus, however, "Drill" should be held apart from the campus.
- ___ 36. If ROTC programs are having an adverse effect on the university, the benefit they bring the armed forces and the national interest outweighs this effect.

PART III--The following statements concern the Campus activities involving ROTC.

- ___ 37. The prevailing student attitude toward ROTC students on the University of Oklahoma Campus is favorable.

- ___ 38. The prevailing student attitude toward the ROTC activities and programs on the University of Oklahoma Campus is favorable.
- ___ 39. The prevailing student and University Professor attitude toward ROTC "Drill" on the University of Oklahoma Campus is favorable.
- ___ 40. The presence of the ROTC uniforms creates the feeling that the military has invaded the campus atmosphere.
- ___ 41. There is some evidence of a conspiracy against the ROTC programs on the part of campus protesters.
- ___ 42. Protests against ROTC is one of the activities being used by extremist groups to diminish American power and prestige.
- ___ 43. The ROTC programs would be the object of demonstrations less frequently than they are at present if the Viet Nam war was not being waged.
- ___ 44. Campus demonstrations with ROTC as the stated target are the work of a minority group trying to deny freedom of choice to the students.
- ___ 45. Young men who wish to become officers should have an opportunity to do so concurrently while in a civilian academic environment.
- ___ 46. The result of anti-ROTC feelings will reflect seriously on the future image of the military in this country and could separate our military from the main stream of society.
- ___ 47. The scholarship selection methods are successful in their efforts to acquire the services of high quality students from all classes of society.
- ___ 48. Minority races have equal opportunity for participation in and advancement through the ROTC programs on the University of Oklahoma campus.
- ___ 49. The number of ROTC scholarships and the pay which a student receives should be increased.
- ___ 50. Training of well prepared officers to direct our armed forces is commonly viewed as something evil even though it may be an army preparing to defend a free society.

APPENDIX C

PORTION OF INSTRUMENT MAILED ONLY TO FACULTY MEMBERS
INCLUDED IN THE STUDY

PART IV-- The following statements concern Faculty Status:

- ___ 51. All ROTC personnel at O. U. are recommended by the division headquarters of each branch to the commanding officer on campus who, if he agrees they qualify for the position being filled, recommends the appointment to the President of the University through the Provost. The President may approve or deny the appointment. This is an acceptable procedure.
- ___ 52. Military instructors at the University of Oklahoma should have Academic Rank.
- ___ 53. The military instructors having academic rank is a benefit to the University, in that it subjects them to the same academic procedures and traditions as those under which other faculty members operate.
- ___ 54. The preparation and effectiveness of the ROTC instructor at the University of Oklahoma compares favorably with the faculty from other academic departments in terms of imparting knowledge, command of his subject, stimulating independent thought, and research.
- ___ 55. Some Universities have established criteria that would require all ROTC instructors to have a Masters degree or be admissible to the Graduate College of the University. These are acceptable criteria that would insure as high quality instruction in the ROTC program as in other departments.
- ___ 56. The military instructors qualifications for academic rank should be based solely on his level of educational achievement.
- ___ 57. The ROTC instructor should be entitled to enjoy all the rights and duties of the faculty, limited only by the qualifications of his role as an officer on active duty as it relates to illegal acts.
- ___ 58. The fact that most universities accept applicable credits earned by students who transfer from the "Academies", and many of their courses are taught by military instructors lends support for the military man at the University of Oklahoma being truly considered a member of the faculty.

The National Defense Acts of 1916 and 1920, and the Vitalization Act of 1964 stated that the senior commanding officer assigned to the program at an institution must be given the rank of professor.

- ___ 59. The above arrangement can be accepted as being helpful to the University Administrator in integrating the whole faculty.
- ___ 60. The above arrangement can be accepted as being beneficial to the coordination of the ROTC programs with other colleges, departments, and social functions of the University Community.

PART V-- The following statements concern Academic Freedom and Academic Credit.

- ___ 61. ROTC should be offered on the campus at the University of Oklahoma.
- ___ 62. ROTC courses should be evaluated in the same manner as courses in other departments when they are being considered for academic credit.
- ___ 63. The University Administration controls the appointment of personnel to the military departments. This lends support for the courses offered in that department to be approved for full academic credit.
- ___ 64. The University of Oklahoma ROTC programs require the student to take an equivalent of 20 to 22 semester credit hours of work. At least half of the required hours should be accepted as elective credit toward a Bachelors degree in any degree granting college of the University.
- ___ 65. The ROTC faculty members at the University of Oklahoma enjoy full academic freedom to join their students in an objective, independent pursuit of truth as do other faculty members.
- ___ 66. Military officers are provided with a course syllabus in each subject in which a cadet or midshipman should receive instruction in order to attain a minimum level of educational experiences to qualify for a commission. These procedures are essentially the same as those established for any professional course at the university.

The ROTC programs help to integrate and promote the four major goals of undergraduate education as stated in "The Plan for the University" as stated below:

- ___ 67. To prepare the student through broad and intensive study of a given field for a career in that or a related field.
- ___ 68. To broaden his whole intellectual horizon and make him a concerned and responsible member of society.
- ___ 69. To demonstrate to him the relevance of his study to reality and life.
- ___ 70. To make his learning process a sustaining source of joy.

APPENDIX D
STUDENT, PARENT, AND FACULTY DEMOGRAPHIC
INFORMATION

STUDENT DEMOGRAPHIC INFORMATION

PART IV--Personal Data

Computer Code # _____

Race: (1) White____ (2) Negro____ (3) Indian____
(4) Other____

Age: (1) 19 and Under____ (2) 20____ (3) 21____ (4) 22____
(5) 23____ (6) 24 or over____

Marital Status: (1) Single____ (2) Married____
(3) Divorced____

Telephone number where I can reach you if something is
incomplete on the returned questionnaire: _____
(If you object to giving this information, you
may omit it.)

PARENT DEMOGRAPHIC INFORMATION

PART IV--Personal Data:

Computer Code # _____

Race: (1) White____ (2) Negro____ (3) Indian____
(4) Other____

Educational Background: (Indicate the number of years
completed in each educational
level)

Mother: (1) Elementary (0-8)____ (3) College (0-4)____
(2) High School (0-4)____ (4) Graduate (0-6)____

Father: (1) Elementary (0-8)____ (3) College (0-4)____
(2) High School (0-4)____ (4) Graduate (0-6)____

Population of Hometown: (1) 0--1,000____ (2) 1,001--5,000____
(3) 5,001--10,000____ (4) 10,001--25,000____
(5) 25,001--75,000____ (6) Over 75,000____

Total Family Income: (1) \$3,000--\$5,000____
(2) \$5,001--\$10,000____ (3) \$10,001--\$15,000____
(4) Over \$15,000____

Family Data: Number of Children____
Number of Children in College____

How much do you as parents contribute to each child
in college? (per year)
(1) \$0--\$500____ (2) \$501--\$1,000____
(3) \$1,001--\$1,500____ (4) Over \$1,500____

FACULTY DEMOGRAPHIC INFORMATION

PART VI--Personal Data

Computer Code # _____

Race: (1) White____ (2) Negro____ (3) Indian____
(4) Other____

Age: (1) Under 30____ (2) 30-35____ (3) 36-40____
(4) 41-45____ (5) 46-50____ (6) 51-55____ (7) 56-60____
(8) Over 60____

Marital Status: (1) Single____ (2) Married____
(3) Divorced____

Highest Degree Completed: (1) Baccalaureate____
(2) Masters____
(3) Doctorate____

Rank: (1) Professor____ (2) Assistant Professor____
(3) Associate Professor____ (4) Other____

Will you teach at least one course on the University of
Oklahoma campus during the 1969-70 academic school
year? (1) Yes____ (2) No____

APPENDIX E

STUDENT, PARENT, AND FACULTY COVER LETTERS



THE UNIVERSITY OF OKLAHOMA

NORMAN, OKLAHOMA 73069

April 7, 1970

Dear Fellow Student:

I am sure you are aware of the fact that many attacks and much criticism has developed in recent years concerning the Reserve Officers Training Corps (ROTC) programs on many college and university campuses throughout the nation. Some of this criticism is directed not only at the actual existence of these programs, but at the manner in which they are carried on.

As acting director of the Department of Military Resident Centers and a doctoral candidate at the University of Oklahoma, I am conducting a study of attitudes regarding the ROTC programs at the University of Oklahoma.

Recently the desirability of civilian public educational institutions being involved in the education of those who may serve as officers in the armed services, on a temporary or career basis, has been subjected to criticism and attack throughout the United States. I believe that an investigation of the attitudes of the people involved and concerned with ROTC programs at O. U. will be of great value to the University and possible future improvements of these programs on this campus and elsewhere.

In order that the study may be of most assistance, the data should be collected during the spring term. A tentative deadline of April 17, 1970 has been established for this questionnaire to be collected. Your cooperation and prompt attention to this project and the return of the enclosed questionnaire containing your responses in the enclosed, postage paid, self-addressed envelope will be deeply appreciated.

Will you please supply the name and address of your parents or guardian and give your permission to send them a questionnaire identical to this one by completing the Student Permission Form which is included as Part V of the questionnaire.

Your participation is very important to the successful completion and the value and validity of this report. A few minutes of your time today will be a real important contribution to this project.

Sincerely,

A handwritten signature in cursive script that reads "John E. Davis".

John E. Davis, Acting Director
Department of Military Resident Centers
University of Oklahoma

JED/dj



THE UNIVERSITY OF OKLAHOMA

NORMAN, OKLAHOMA 73069

April 24, 1970

Dear Fellow Student:

I recently sent to you a questionnaire concerning the ROTC programs on the University of Oklahoma Campus. The questionnaire was given to 229 ROTC Sophomore men and I chose a random sample of 243 Sophomore men who were not enrolled in ROTC as a representative sample of 1700 Non-ROTC Sophomore men in order to statistically compare the attitudes of each group.

You were one of those 243 men selected and I would like very much to have a strong representation of attitudes from the Non-ROTC men. I definitely need your questionnaire completed and returned. I believe this questionnaire can be completed in 20 minutes.

My plans are to develop the responses to the questionnaires into a Doctoral Dissertation and I have set a new tentative date of May 1, 1970 for collecting the data. Will you please respond to the enclosed questionnaire. If you have already mailed your response, please disregard this request and accept my thanks for your cooperation.

Sincerely,

John E. Davis
Military Resident Centers
OCCE, Univ. of Okla.

JED:sam

- P. S. If you prefer to detach Part V of the questionnaire, the student permission form, from your response, you may put it in a separate envelope and return it through Faculty Exchange or through the regular mail and I will pay the postage at the receiving post office. (Thanks--in advance)



THE UNIVERSITY OF OKLAHOMA

NORMAN, OKLAHOMA 73069

May 1, 1970

Dear Fellow Student:

I want to express my thanks to you for completing one of my questionnaires concerning ROTC. However, I notice that you did not complete the section giving me permission to send an identical questionnaire to your parents.

If your reason for not completing it was that you thought it might identify you with your questionnaire, as some have expressed, then perhaps you would be willing to complete and sign the enclosed permission form which can in no way be identified with your responses. If you would be willing to do so and return it to me in the enclosed envelope, I would greatly appreciate it. Be assured that nobody except myself will ever know who completed questionnaires and never will you be identified with your individual responses. Your information will be kept in strict confidence.

If you have other reasons for not wanting a questionnaire mailed to your parents, I shall respect your feelings, and will not contact you again. I appreciate the assistance you have already given to me.

Sincerely,

A handwritten signature in cursive script that reads "John E. Davis".

John E. Davis
O. C. C. E.
1700 Asp, Norman, Okla.

JED



THE UNIVERSITY OF OKLAHOMA

NORMAN, OKLAHOMA 73069

May 7, 1970

Dear Parent:

I am sure you are aware of the fact that many attacks and much criticism has developed in recent years concerning the Reserve Officers Training Corps (ROTC) programs on many college and university campuses throughout the nation. Some of this criticism is directed not only at the actual existence of these programs, but at the manner in which they are carried on.

As acting director of the Department of Military Resident Centers and a doctoral candidate at the University of Oklahoma, I am conducting a study of attitudes regarding the ROTC programs at the University of Oklahoma.

Recently the desirability of civilian public educational institutions being involved in the education of those who may serve as officers in the armed services, on a temporary or career basis, has been subjected to criticism and attack throughout the United States. I believe that an investigation of the attitudes of the people involved and concerned with ROTC programs at O. U. will be of great value to the University and possible future improvements of these programs on this campus and elsewhere.

In order that the study may be of most assistance, the data should be collected during the spring term. A tentative deadline of May 15, 1970 has been established for this questionnaire to be collected. Your cooperation and prompt attention to this project and the return of the enclosed questionnaire containing your responses in the enclosed, postage paid, self-addressed envelope will be deeply appreciated.

Your son has completed a similar questionnaire, and has given his permission for me to contact you concerning this study. I would prefer that both parents or guardians cooperate in completing the questionnaire, however, this is not essential. Please do not return the cover letter nor the instruction sheet.

Your participation is very important to the successful completion and the value and validity of this report. A few minutes of your time today will be a real important contribution to this project. My thanks in advance.

Sincerely,

A handwritten signature in cursive script, reading "John E. Davis".

John E. Davis, Acting Director
Military Resident Centers, U. of Okla.

JED



THE UNIVERSITY OF OKLAHOMA

NORMAN · OKLAHOMA

May 20, 1970

Dear Parents:

You are one of a group of parents of University Sophomore boys to which I recently mailed a questionnaire concerning your attitudes toward ROTC on the O. U. Campus. It was necessary for me to receive permission to send one to you from your son who has completed an identical questionnaire. Therefore, there is a limited number of parents to which I can mail questionnaires. (96 Non-ROTC and 97 ROTC Sophomore boys parents) This makes your response extremely important to the study which I have undertaken.

To date I have received 77 completed questionnaires from ROTC boys parents and 47 from Non-ROTC boys parents. It is my hope to even these up somewhere close to the number of 85 or 90 from each group. Won't you please help me accomplish this? The date for compiling the data has been extended to May 26, 1970.

I am enclosing a duplicate questionnaire for your response in case you may have misplaced the previous one. I believe this questionnaire can be completed in 15 minutes. The time and effort you take in filling out and returning the questionnaire will be greatly appreciated. If you have already returned the previous one, please disregard this request and accept my thanks.

Very Sincerely,

John E. Davis
1700 Asp Avenue, Univ. of Okla.
Norman, Okla. 73069

JED



THE UNIVERSITY OF OKLAHOMA

NORMAN, OKLAHOMA 73069

April 22, 1970

Dear Faculty Member:

I am sure you are aware of the fact that many attacks and much criticism has developed in recent years concerning the Reserve Officers Training Corps (ROTC) programs on many college and university campuses throughout the nation. Some of this criticism is directed not only at the actual existence of these programs, but at the manner in which they are carried on.

As acting director of the Department of Military Resident Centers and a doctoral candidate at the University of Oklahoma, I am conducting a study of attitudes regarding the ROTC programs at O. U. I plan to develop the responses into a Doctoral Dissertation.

Recently the desirability of civilian public educational institutions being involved in the education of those who may serve as officers in the armed services, on a temporary or career basis, has been subjected to criticism and attack throughout the United States. I believe that an investigation of the attitudes of the people involved and concerned with ROTC programs at O. U. will be of great value to the University and possible future improvements of these programs on this campus and elsewhere.

In order that the study may be of most assistance, the data should be collected during the present spring term. A tentative deadline of Friday May 1, 1970 has been established for this data to be collected. Your cooperation and prompt attention to this project and the return of the questionnaire, with your recorded responses, in the enclosed envelope through Faculty Exchange will be deeply appreciated.

I have received letters expressing interest in this study from the Office of the Assistant Secretary of Defense and from some colleges in the eastern part of the United States. I hope you will respond so that the study may be as representative of attitudes and as comprehensive as possible. A few minutes of your time today will be a real important contribution to this project.

Thank You

John E. Davis, Acting Director
Military Resident Centers
OCCE, University of Oklahoma



THE UNIVERSITY OF OKLAHOMA

NORMAN, OKLAHOMA 73069

May 4, 1970

Dear Faculty Member:

If you have intended to respond to my questionnaire concerning ROTC, but have misplaced it, I am enclosing another copy. Nearly 50% of the faculty group have already returned completed questionnaires. Your Senate Committee on Academic Standards (Chairman, Dr. David B. Kitts) which has been considering the question of ROTC at the University is aware of this research and has expressed an interest in its results. Therefore, I am striving to make it as nearly as possible represent the attitudes of the complete faculty.

May I assure you again that your responses will be used strictly for research purposes and no identification of individuals or individual responses will be made. A new tentative completion date of May 8 has been established.

If you could find the time to respond to this questionnaire and return it through Faculty Exchange, I would greatly appreciate it. If you have already returned your response, please disregard this request and accept my thanks for your time and cooperation.

Sincerely,

John E. Davis, Acting Director
Military Resident Centers
OCCE, University of Oklahoma

JED

APPENDIX F

STUDENT PERMISSION FORM

STUDENT PERMISSION FORM

University officials have requested that I receive your permission before asking your parents to complete a questionnaire like the one you are being asked to complete. The results of all questionnaires will be confidential and used only for research purposes.

If I may have your permission to send a questionnaire to your parents or guardian, please complete the following information:

Name _____
(Parents or Guardian)

Address _____
Street or Box Number

City State Zip Code